

Background

A new suite of NOS for Management and Leadership was launched in 2008. These Standards are statements of best practice which outline the performance criteria, related skills, and knowledge and understanding required to effectively carry out various management and leadership functions.

However, the importance of literacy and numeracy in the workplace cannot be ignored. Many reports from the CBI, Government and Sector Skills Councils have emphasised the key role these skills have to play in an efficient and productive workplace.

It has been recognised that good levels of literacy and numeracy skills are often assumed, but evidence shows that a lack of skills in these areas can lead to poor overall performance.

About this document

This document is the output of a collaborative project involving input from Asset Skills, the Management Standards Centre and Skills for Health. The aim of the project has been to highlight the literacy and numeracy skills required to function as an effective manager.

What this document seeks to do is to map the Adult Core Curricula for Literacy and Numeracy against the Management and Leadership NOS, to identify the specific maths and English skills a manager requires to work competently to the standard.

Audience

The document will be useful to:

- managers needing to identify what level of skills to expect when developing job descriptions and person specifications
- managers analysing workplace performance for an appraisal and seeking to understand areas of poor performance and identify possible training solutions
- managers/supervisors who are trying to identify which skills are needed, and which skills might need to be brushed up, when studying for new qualifications
- training providers who are seeking to ensure that their delivery programmes develop the right range of skills to meet the occupational competences identified.

Finding your way around the document

To make best use of this document you will need to use it in conjunction with the National Occupational Standards for Management and Leadership, which can be viewed electronically at the Management Standards Centre website. Alternatively, if you would prefer a printed copy, then please refer to the website for guidance on how to purchase.

In addition, you may also wish to refer to the full version of the Adult Core Curricula for Literacy and Numeracy, which have been newly revised and are now available online via the Excellence Gateway. To view and to download the new Adult Core Curricula please visit www.excellencegateway.org.uk/sflcurriculum - there is a simple registration process to follow and access to the information is free.

The document includes hyperlinks to the relevant elements within the NOS and the Adult Core Curricula to facilitate navigation.

The Management and Leadership NOS units are presented in six areas:

- A:** Managing self and personal skills
- B:** Providing direction
- C:** Facilitating change
- D:** Working with people
- E:** Using resources
- F:** Achieving results



Acknowledgements

This document is the output of a collaborative project involving:

Asset Skills: Sector Skills Council for facilities management, housing, property, planning, cleaning and parking (www.assetskills.org).

Management Standards Centre: The Standards Setting Body for Leadership and Management www.management-standards.org.

Skills for Health: Sector Skills Council (SSC) for the UK health sector (www.skillsforhealth.org.uk).

A 1	Managing self and personal skills: Manage your own resources	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Managing personal resources in order to undertake a work role will require good Level 2 skills in reading and writing. Level 2 skills in speaking and listening, particularly in the context of higher level skills of synthesis and evaluation.	Managing personal resources within a job role will require Level 2 skills in understanding and using mathematical information, calculating and manipulating mathematical information, interpreting results and communicating mathematical information.
Outcomes of effective performance	Taking part in discussions may require you to: make relevant and constructive contributions (SLd/L2.1) adapt to suit audience, context, purpose and situation (SLd/L2.2) interrupt and change topic appropriately (SLd/L2.3) support opinions and arguments with evidence (SLd/L2.4)	Measuring progress, understanding feedback and planning, may require you to: carry out calculations using efficient methods (N1/L2.2) measure, record and calculate using time (MSS1 I1.3/4) record outcomes using diagrams, graphs and tables (HD2/L2.1)
Behaviours which underpin effective performance	Recognising change, prioritising activities and organising resources, may require you to: comprehend the main events of a wide range of texts (Rt/L2.1) identify the main points and specific detail (Rt/L2.3) plan and draft writing (Wt/L2.1) judge how much to write and the level of detail (Wt/L2.2) write in a logical, persuasive sequence (Wt/L2.3)	Recognising and adjusting to change, and optimising time and resources and sources of support, may require you to: carry out calculations using efficient methods (N1/L2.2) measure, record and calculate using time (MSS1 I1.3/4) extract data from tables, charts and graphs (HD1/L2.1) collect, organise and represent data in diagrams and charts (HD1/L2.2)
Knowledge and understanding	Managing your resources, identifying role requirements and using feedback effectively, may require you to: identify the purpose of a text and infer meaning (Rt/L2.2) read critically to evaluate and compare different information, ideas and opinions (Rt/L2.5) use organisational systems to locate information (Rt/L2.6) use different strategies to find and obtain information (Rt/L2.7) summarise information from longer documents (Rt/L2.8)	Managing your resources, skills and time and using feedback effectively, may require you to: calculate, measure and record time in different formats (MSS1/L2.2) extract data from tables, charts and graphs (HD1/L2.1) collect, organise and represent data in diagrams and charts (HD1/L2.2) identify possible outcomes and record events and data using diagrams, graphs and tables (HD2/L2.1)

A 2	Managing self and personal skills: Manage your own resources and professional development	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Managing personal resources in order to undertake professional development will require good Level 2 speaking and listening skills. Evaluating, setting, developing and updating resources will require Level 2 reading and writing skills. Higher order skills of reflecting, reviewing and evaluating will also be needed.	Managing personal resources and professional development in order to achieve work objectives and personal goals will require Level 2 skills in understanding, calculating, manipulating, interpreting and communicating mathematical information.
Outcomes of effective performance	Discussing work role and objectives, may require you to: respond to criticism and criticise constructively (SLlr/L2.4) request and obtain detailed information (SLc/L2.2) make relevant and constructive contributions (SLd/L2.1) adapt to audience, context, purpose and situation (SLd/L2.2)	Evaluating your work role, agreeing development plans and ensuring consistent performance, may require you to: extract and interpret discrete and continuous data (HD1/L2.1) calculate with numbers of any size (N1/L2.2) calculate, measure and record time in all contexts (MSS1/L2.2) identify and record outcomes of combined events (HD2/L2.1)
Behaviours which underpin effective performance	Reflecting on and taking responsibility for making best use of resources, may require you to: identify main points and specific detail (Rt/L2.3) read an argument and identify the points of view (Rt/L2.4) use different strategies to find and obtain information (Rt/L2.7) express complex information appropriately (SLc/L2.3)	Recognising change, prioritising and making objectives achievable, and making best use of time and resources, may require you to: compare numbers of any size in a practical context (N1/L2.1) order and compare percentages (increase and decrease) (N2/L2.7) calculate using conversion tables, graphs and scales, (MSS1/L2.6) identify and record possible outcomes of events (HD2/L2.1)
Knowledge and understanding	Identifying, planning and using resources may require you to: plan and draft writing (Wt/L2.1) write in a logical, persuasive sequence of paragraphs (Wt/L2.3) use different structures to organise writing (Wt/L2.4) proofread and revise for accuracy and meaning (Wt/L2.7)	Setting, assessing and monitoring: SMART objectives, timed plans, performance, feedback, quality reports, etc. may require you to: calculate using conversion tables, graphs and scales, (MSS1/L2.6) calculate, measure and record time in complex contexts (MSS1/L2.2) order, approximate and compare decimals (N2/L2.5) order and compare percentages (increase and decrease) (N2/L2.7)

A 3	Managing self and personal skills: Develop your personal networks	
	Literacy Skills (with adult curriculum references and links)	Numeracy Skills (with adult curriculum references and links)
Unit summary	Primarily, good level 2 speaking and listening skills will be needed in developing personal networks. Reciprocity for mutual benefit mainly involves conversations and discussions. However, initial or further contact over the internet could involve Level 2 reading and writing skills. The higher order skills of evaluating for confidentiality will also be needed in this unit.	When developing personal networks of mutual benefit, good Level 2 skills in understanding, calculating, interpreting and communicating mathematical information (setting objectives, time management etc.) will be required. You will require Level 2 skills in handling / evaluating mathematical information and data. Estimating probability and risk management skills are also implicit in this unit.
Outcomes of effective performance	Developing and maintaining contacts and guidelines, and making use of material gathered, may require you to: adapt to suit audience, context, purpose and situation (SLd/L2.2) express complex information appropriately (SLc/L2.3) identify the purpose of a text and infer meaning (Rt/L2.2) use formal and informal language appropriately (Wt/L2.5) proofread and revise writing for accuracy and meaning (Wt/L2.7)	Becoming aware of mutual benefits from networking, and making active use of data, may require you to: calculate using conversion tables, graphs and scales, (MSS1/L2.6) identify and record possible outcomes of combined events (HD2/L2)
Behaviours which underpin effective performance	Clarifying, sharing and reflecting on your position, expectations and experiences, may require you to: speak clearly and confidently to suit the situation (SLc/L2.1) express complex information appropriately (SLc/L2.3) use strategies to reassure (SLd/L2.5) comprehend the main events of a wide range of texts (RtL2.1)	Clarifying your own and others' expectations may require you to: calculate using conversion tables, graphs and scales, (MSS1/L2.6)
Knowledge and understanding	Developing and benefitting from effective networking, and using resources gained, may require you to: use different structures to organise writing (Wt/L2.4) comprehend the main events of a wide range of texts (RtL2.1) identify the purpose of a text and infer meaning (Rt/L2.2) read an argument and identify the points of view (Rt/L2.4)	Considering and using a wide range of preferred communication styles may require you to: calculate using conversion tables, graphs and scales, (MSS1/L2.6)