

Good Practice Model for M&L Development Programmes

Introduction

High performance managers are those who, by unlocking the potential of others in their company, can achieve dramatic improvements in organisational performance. Such managers include supervisors, team leaders and first line managers. They have the ability to discover people's development needs, identify the desired business benefit, choose the right candidates, define criteria for success and measure the operational results.



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SSC Role

Sector Skills Councils (SSCs) have a responsibility to provide guidance to Employers on the current and emerging skills required by their sector and on programmes to develop both the necessary knowledge and know-how. At the moment, Sector Skills Agreements (SSAs) are the best source of this information and SSAs will continue to be updated taking into account new information from Employers and National Initiatives.

SSCs do not seek to develop programmes that compete with existing provision or that pre-empt emerging needs. Rather, SSCs aim to:

- Provide Employers with criteria which will enable them to assess available and emerging programmes against company needs.
- Signpost known suppliers and programmes that may meet the criteria

SSCs work with partners to identify criteria and diagnostics¹ that may be used by managers and their advisors to focus on specific management and leadership development areas.

This guide sets out criteria that can be used by SSC staff who are advising Employers and Providers on the design, development and use of training and improvement programmes for current and prospective managers.

Criteria 1. Who Defines content?

Development programme design should be based on an analysis of the gap between the job's requirements and an individual's performance; it should take into account the conditions under which the job is to be done. These conditions are effectively

¹ For example the Inspirational Leadership Programme diagnostic <http://www.sfbn-mandl.org.uk/IL.htm>

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summarised within the four legs of the Job Competence Model² – technical competence, management competence, problem solving competence and job role competence.

A programme should be designed to bridge this 'training gap' and to include both competence-based training as well as providing the underpinning knowledge.

A good practice measures for assessing the relevance of a programme is that content has been defined by expert practitioners in the subject.

A good practice measure is that programme content embraces the four pillars of the job competence model.

Criteria 2. Improving Organisation Performance.

Forecasting the impact on performance (Measures of Success) that any planned programme will have is a key step in making the business case. The Measures of Success³ aim to indicate business improvements in terms of organisational, operational and people performances such as bottom line improvement, improvement in processes & procedures and beneficial changes in individual performance.

A good practice measure for a Development Programme is that it should provide a description of the types and scope of improvements that the training will achieve.

Criteria 3. Monitoring Improvements

Development programmes, in describing the competencies to be developed and the forecast measures of success, will define the way in which the performance of others and the procedures they use are improved. This gives a direct indication of how the improvements can be monitored in terms of reporting and topics covered by the reports.

A good practice measure for a Development Programme is that it should provide a description of the business activities to be monitored where improvements are expected.

Criteria 4. Programme Objectives.

Programme Objectives should be clear about:

- the impact that new skills have on performance (individuals and teams and, thereby, on the organisation)
- the impact that new knowledge and know-how will have on individual competence.

A good practice measure is that the specific objectives of a Development Programme are agreed between company, employee and provider in terms of impact on individual and/or company performance.

Criteria 5. Delivery Mechanisms.

The most effective skill development will be through a mixture of acquiring knowledge (theory) and know-how (application) – that is through 'blended learning'. Mixtures of hearing, seeing and doing are essential for becoming a highly skilled practitioner.

A good practice measure is that the delivery mechanisms for a Development Programme combine hearing, seeing and doing with a particular emphasis on doing.

² See <http://www.sfbn-mandl.org.uk/files/NewSolutions/JobCompetenceModel.doc> for a description of the Job Competence Model

³ See http://www.sfbn-mandl.org.uk/files/NewSolutions/Example_Measures_of_Success.doc for a list of potential measures of success

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Criteria 6. National Occupational Standards and National Qualifications.

The new National Occupational Standards⁴ (NOS) for management and leadership describe the level of performance expected for a range of management and leadership functions and activities. The functional areas covered by the management and leadership NOS were identified by consulting widely with employers, individual managers and other key stakeholders during the course of a standards review project. They aim to provide a useful and practical framework for management and leadership development.

Some management and leadership development is achieved by accessing bite sized programmes that are delivered when and where required; some management and leaderships development is achieved by accessing programmes that lead specifically to National Qualifications and are accessed when and where they can be delivered. In many cases it is not uncommon for cash and management time to be scarce and formal qualifications are not deemed to be relevant.

Our criteria are predicated on encouraging individuals to pursue development programmes that focus on solving real business issues. Our belief is that once engaged and seeing the benefits of the programme, the manager will eventually become more receptive to investment in qualifications. Whether bite-sized and informal or large and nationally recognised, the content of Development Programmes should be traceable to NOS.

A good practice measure is that Development Programmes are grounded in the NOS.

Criteria 7. Evaluation of Results

Learning and transfer of learning into the participant's business should be assessed. Any impact on business performance should be captured as the programme develops and particularly after the programme is completed.

For existing programmes, data should be provided on the take up.

For new programmes, evaluation should be based on the emerging intelligence that led to the perceived need for the programme and should provide evidence that the need is real.

A good practice measure is that existing Development Programmes can provide traceable case study reports on its successful use and new Development Programmes can provide the evidence of need. In both cases, programmes should provide the evidence of conformance with the above good practice measures.

⁴ See <http://www.sfbn-mandl.org.uk/NOS.htm> for the Management and Leadership National Occupational Standards

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In Summary - What you should do.

1. Check that Development Programmes meet the following Good Practice Measures.
2. Content has been defined by expert practitioners in the subject.
3. Content embraces the four pillars of the job competence model.
4. Content provide a description of the types and scope of improvements that the training will achieve.
5. Content provide a description of the business activities to be monitored where improvements are expected.
6. Programme objectives are agreed between company, employee and provider in terms of impact.
7. Delivery mechanisms combine hearing, seeing and doing with a particular emphasis on doing.
8. Content is grounded in the NOS.
9. Evaluation results are available.

Resources

Resource	Link
Flow chart of how the SSC can facilitate the employer journey	http://www.sfn-mandl.org.uk/files/NewSolutions/FlowChartTable.doc
Diagnostics available to determine the need	http://www.sfn-mandl.org.uk/files/NewSolutions/DiagnosticTools.pdf
List of known M&L development suppliers	http://www.sfn-mandl.org.uk/files/NewSolutions/L&M_Resources.pdf
List of who's who in the English Regions in M&L	http://www.sfn-mandl.org.uk/files/regions/Regional_dbase_1atest.pdf
List of who's who in the Wales in M&L	http://www.sfn-mandl.org.uk/wales.htm
List of who's who in the NI in M&L	http://www.sfn-mandl.org.uk/NI.html
List of who's who in the Scotland in M&L	http://www.sfn-mandl.org.uk/Scotland.html
Job Competence Model	http://www.sfn-mandl.org.uk/files/NewSolutions/JobCompetenceModel.pdf
Example Measures of Success	http://www.sfn-mandl.org.uk/files/NewSolutions/Example_Measures_of_Success.pdf