

## Key documents

Link	Description
<p><a href="#">Overview</a></p>  <p>The document introduces the idea of an <i>Employer Journey</i> towards high performance management and leadership. It believes high performing managers are those who, by unlocking the potential of others in their company, can achieve dramatic improvements in organisational performance. The document paints a picture of a 'desired state' for SSC staff and their partners in encouraging and supporting the journey. It suggests some ideas and resources that will be of immediate, practical help.</p>	<p>This document introduces the idea of an <i>Employer Journey</i> towards high performance management and leadership (M&amp;L). We believe highly performing managers are those who, by unlocking the potential of others in their company, can achieve dramatic improvements in organisational performance.</p> <p>The document paints a picture of a 'desired state' for SSC staff and their partners in encouraging and supporting the journey. It suggests some ideas and resources that will be of immediate, practical help.</p> <p>This grew out of our work to introduce two new solutions to the M&amp;L all-sector programme's portfolio. Based on the output of the Sector Skills Agreements, two priority areas were chosen: <i>Managing People</i> and <i>First Level Manager</i>.</p>
<p><a href="#">Employer Journey Flowchart</a></p>  <p>The flowchart illustrates the 'Employer Journey' from initial engagement to high performance. It shows a progression through various stages, including 'Engage', 'Develop', 'Support', and 'Sustain', leading to a 'High Performance' state. Key elements include 'Employer', 'SSC', and 'Partners' interacting throughout the process.</p>	<p>How do we make the employer journey to management and leadership excellence as easy, attractive and rewarding as possible? This model and flow chart explore what SSC and partner staff can do to engage successfully even with reluctant managers.</p>
<p><a href="#">List of M&amp;L Diagnostics</a></p>  <p>This document is for SSC staff and partners who engage with employers in Management and Leadership (M&amp;L) development. It aims to help you find appropriate diagnostic tools to analyse your employer's M&amp;L skills gap. Its purpose is to help staff be more confident and credible when talking to employers and be able to offer guidance based on real evidence.</p>	<p>This document aims to help SSC staff find appropriate diagnostic tools to analyse their employer's M&amp;L skills gap. Its purpose is to help staff be more confident and credible when talking to employers and be able to offer guidance based on real evidence.</p>

# Management and Leadership Solutions

Link	Description
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## M&L Development Resources

**Accessing M&L Resources**

**Introduction**  
This document is for SSC staff and partners who engage with employers in Recruitment and Leadership (M&L) development. It aims to help you be more confident and credible when talking to employers.

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- Institute of Directors (IoD) 2
- Institute of Leadership and Management (ILM) 2
- Northern Leadership Academy (NLA) 2
- The SE Leadership Academy 2
- Institute for Independent Business 2
- The Institute of Business Consulting, IBC (Formerly The Institute of Business Advisors and the Chartered Management Institute) 2
- Management Standards Centre (MSC) 2
- Management Standards Group (MSG) 2
- Other sources of information 2
- Business for Chief Executives International (BCEI) 2
- Council for Excellence in Management and Leadership 2

**Finding Providers and their Offers**  
Once a wide diagnosis is complete and the manager's skills needs have been identified and agreed, you may be asked to help secure the relevant provider to address the employer's skills needs.

To be able to help you need to understand finding providers that are able to deliver the relevant development solutions to the managers that require them?

Here are some suggested approaches:

- Be clear about both the manager's need and the critical success factors such as development, for example, a small company manager may well require the use of specific business partners and several close to their place of work. In which case, probably a local FE college or a small local private provider would be appropriate.
- Do collaborate on SSC staff and local brokers' own knowledge of L&M providers.

M&L\_Resources 1

This document aims to help SSC staff find appropriate suppliers and reference materials. Its purpose is to help staff be more confident and credible when talking to employers.

## Good Practice Guide

**Good Practice Model for M&L Development Programmes**

**Introduction**  
High performance managers are those who, by unlocking the potential of their people, consistently exceed their targets and set new standards of organisational performance. Such managers include supervisors, team leaders and first line managers. This guide is designed to help you identify the desired business benefit, 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 for their sector and on programmes to develop both the necessary knowledge and know-how. In the current, Sector Skills Agreements (SSAs) are the best source of this information and data and continue to be updated. Taking into account new information from Employers and National Institutions, SSCs do not need to develop programmes that compete with existing provision or that pre-empt emerging needs. Rather, SSCs aim to:

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

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

The 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 effective:

\*For example the Employer Learning Programme Agreement <http://www.dfe.gov.uk/whatyoudo/learning/2016/07/01/learning-programme-agreement>

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High performance managers can and do include supervisors, team leaders and first line managers. This Guide will help them and, indeed, all managers discover people's development needs, identify the desired business benefit, choose the right candidates, define criteria for success and measure the operational results.

## Job Competence Model

**Job Competence Model**

**Background**  
Functional analysis of company activities are used to develop National Occupational Standards. This analysis focuses on breaking company functions down into the smallest transferable unit or element of activity.

The concept of the Job Competence Model was proposed as a measure of this smallest unit or element and further breakdown of activity was halted when one or more of four themes emerged:

These themes, with summary descriptions are shown in the following table.

The six themes listed in this model are that competence is a state, however small or large, is not rigid and cannot be demonstrated unless the topic covers all four themes. The three consequences are:

1. Training programmes should include the relevant part of the knowledge and know-how in small steps.
2. Training programmes need to accommodate aspects of the job/working environment in which the relevant skills are to be used.
3. Providers need to become more adept at introducing the specific company/working environment into the development work.


**The Model**

Technical Skills	Measurement Skills	Problem Solving	Self Development Skills
Knowledge of technical theories	Knowledge of own abilities/responsibilities	Knowledge of central problems	Understanding work environment
Knowledge of public practice	Knowledge of resources/issue	Knowledge of problem solving techniques	
Applying this knowledge	Applying this knowledge	Applying this knowledge	Applying this knowledge

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Functional Analysis of company activities is used to develop National Occupational Standards. This analysis focuses on breaking company functions down into the smallest 'sensible' unit or element of activity. The Job Competence Model is proposed as a measure of this smallest unit

# Management and Leadership Solutions

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<p><a href="#">Example Measures of Success</a></p>  <p>The thumbnail shows a document titled "Example Measures of Success". It includes a table of performance measures by functional area. The table lists functional areas and their corresponding measures:</p> <table border="1"><thead><tr><th>Functional Area</th><th>Measure</th></tr></thead><tbody><tr><td>Sales and marketing</td><td>1</td></tr><tr><td>Research &amp; development</td><td>2</td></tr><tr><td>Engineering and new product development</td><td>4</td></tr><tr><td>Operations</td><td>5</td></tr><tr><td>Supply chain and purchasing</td><td>7</td></tr><tr><td>Quality</td><td>8</td></tr><tr><td>HR</td><td>9</td></tr><tr><td>IT</td><td>10</td></tr><tr><td>Finance</td><td>11</td></tr></tbody></table>	Functional Area	Measure	Sales and marketing	1	Research & development	2	Engineering and new product development	4	Operations	5	Supply chain and purchasing	7	Quality	8	HR	9	IT	10	Finance	11	<p>The purpose of this document is to provide example background indicators to those managers seeking to make a business case for employee development through training programmes.</p>
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