

“we help adult  
social care  
develop its  
leaders and  
managers”

**leadership and management strategy update 2008**

transforming adult social care

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**transforming adult social care**



## foreword

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Welcome to the Skills for Care Leadership and Management Strategy 2008 Update. Much has changed since the original strategy document and supporting products were launched in 2004, but the crucial role of effective leadership and management in delivering quality services and positive outcomes remains central and now has an even higher profile. The *Options for Excellence* review of the social care workforce, the white paper *Our Health, Our Care, Our Say*, the *Putting People First* protocol, the DH circular *Transforming Social Care*, the new DH Workforce Strategy Interim Statement, the Sector Skills Agreement and the Sector Qualification Strategy<sup>1</sup> all stress the need for social care agencies to ensure that their leaders and managers are competent and confident to meet both their current responsibilities and the challenges of evolving personalised services.

The updated strategy is a timely contribution as social care leaders seek a wider leadership role across adult services, including in health and housing, in large and small organisations, with private, voluntary and public employers and increasingly with micro-businesses and people who employ their own staff.

The strategy and its products aim to help leaders and managers across the spectrum of services develop the standards needed to deliver high quality services. This update therefore takes account of all recent developments that impact on the way adult social care services need to be led and managed. A new plan for action over the next three years, based on the sector skills agreement, is included.

The successful launch of our leadership and management strategy in 2004 has been followed by a series of supporting activities improving leadership and management across the sector. The strategy and its products were cited in the white paper *Our Health, Our Care, Our Say* and further endorsed by the *Options for Excellence* review and

DH's Workforce Strategy Interim Statement (references as noted above). All this leadership and management work will have further prominence as part of Skills for Care's contribution to the work of the forthcoming national skills academy for social care.

The Skills for Care leadership and management products provide essential tools for employers and individuals to use in providing high quality leadership and management. *Providing Effective Supervision* has received much positive comment since it was launched as the first of our new products in July 2007, and we have recently launched two more to complement this update: a 'Guide to leadership and management development for small and medium-sized enterprises in adult social care' and the new adult social care Manager Induction Standards with supporting guidance. We have also published an updated statement of 'What leaders and managers in social care do', which is included as an appendix in this document. These products provide essentially practical advice and tools for both organisations and individuals.

We need to work hard to raise awareness and promote use of the strategy and supporting products, but, as always, the best recommendations are personal ones. I therefore commend this publication to you and ask you to encourage others to take the time to familiarise themselves with and then use the various products.

Our work in this area continues and we have therefore included an outline of our future plans. Skills for Care always welcome your feedback and ideas for future developments so please do let us have these.

**Andrea Rowe**  
**Chief Executive**  
**Skills for Care**

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<sup>1</sup> Respectively: DH/DfES 2006; DH 2006; DH 2007; DH 2008a; DH 2008b; Sfc 2008.

### **Leadership & Management Strategy Update 2008**

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# contents

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## Foreword

<b>Executive summary</b>	1
<b>1</b> Why are we doing this?	3
<b>2</b> Key features of the original strategy	4
Overview	4
Leadership and management continuum	4
Whole systems model	5
Improving flexibility and diversity	7
Planning for transitions	7
Good practice model	7
Framework of competences	9
Personal development plans	10
Tailored awards or qualifications	11
Implications of organisation type or size	12
<b>3</b> What are the main drivers?	13
<b>4</b> Where are we now?	15
The workforce	15
Training and qualifications	15
Sector Skills Agreement	16
Sector Qualification Strategy	17
Qualifications and Credit Framework	17
Leadership and management strategy – update on progress made	18
<b>5</b> Where do we want to be?	19
<b>6</b> How will we get there?	21
<b>7</b> How will we know when we get there?	25
<b>Appendices</b>	
1. What leaders and managers in adult social care do (new version of product 1)	26
2. Implications for all employers	28
3. Additional implications for local authorities and directors of adult social services	29
4. Update on implementation of recommendations of the strategy	30
5. Overview of products and resources	33
<b>References</b>	35

# executive summary

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## context

This 2008 update to the original 2004 leadership and management strategy takes full account of the current service and workforce developments that have implications for the leadership and management of social care and integrated services for adults. Key developments in the transformation agenda include the greater emphasis on entrepreneurial skills, the integrated delivery agenda and the growth of social enterprises. Leaders and managers therefore need skills to meet both the challenges of managing current services and to lead the transition to new models of service delivery. Leadership and management development is key to realising the shared vision of *Putting People First* (DH 2007) and the *Common Core Principles to Support Self Care* (SfC/SfH 2008).

The business case for investing in high quality leadership and management development is clear. Leaders and managers need to understand their responsibilities and have the right skills to ensure positive outcomes for people who use services, to manage resources effectively and get the very best out of their staff. The costs of having leaders and managers who cannot do this are obvious and will threaten the success and viability of organisations and the overall quality of services.

## review of recommendations and progress

The original 2004 strategy was based on a 'whole systems' approach to leadership and management development and this remains central to this update. The original version contained a significant number of recommendations, on which good progress has been made. The specific products that support the strategy's whole system approach

have been available and these have been generally very well received by those who have used them.

In 2007 we published *Providing Effective Supervision* (SfC 2007) which includes a unit of competence and supporting guidance. Skills for Care has recently launched two more new products and updated another that further support the strategy:

- Adult Social Care Manager Induction Standards and supporting guidance
- Guide to leadership and management development for small and medium-sized enterprises in adult social care
- An updated statement on what leaders and managers of adult social care services do.

There are a number of ongoing and emerging issues:

- leaders and managers need skills to meet both the challenges of managing current services and to lead the transition to new models of service delivery, i.e. the transformation agenda
- there is clarity about what is required but, as yet, a relative lack of detail as to how it will be achieved
- despite significant progress and much good practice there is still a great need to improve the overall quality of leadership and management in adult social care
- leadership and management development are equally important for all types of service providers and for individual leaders and managers in the statutory, voluntary and private sectors as well as for micro-employers, including those who use direct payments to directly employ their own staff
- there is greater clarity about the wider leadership role and responsibilities of directors of adult social services in supporting the development of the whole social care workforce, including leaders and managers. This needs to be translated

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into actual practice consistently across the country.

- there need to be clearer links between workforce development activity for leaders and managers and improved outcomes for people who use services.

## next steps

Skills for Care will continue to support and promote leadership and management development in adult social care services. In addition to the new and revised products that have been launched in advance of this strategy update, a new set of actions based on the outcomes of the sector skills agreement consultation have been included to progress the leadership and management agenda. However, the vision will only be realised if we work with central and local government, directors of adult social services, employers of all types and individual leaders and managers in a co-ordinated way. All need to be committed in both theory and practice to drive forward the service developments and improved outcomes for people who use services. The Skills for Care strategy and supporting products provide clear direction and practical tools that can be used to make a real difference.

# 1. why are we doing this?

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The original Topss England leadership and management strategy published in 2004 received much acclaim and has been widely used across and beyond the social care sector. Most of the original recommendations have been implemented, at least in part, but are being reviewed as part of the current phase of work. The original strategy was reprinted in 2006 but this refresh, with significant refinements and additions, has been produced in response to numerous requests for such an update. However, some parts of the original document, particularly those relating to the detail of how the original strategy was developed, have not been re-produced in this document but are still available if required.

The key feature of the original strategy was the promotion of a common approach to leadership and management development, based on a 'whole systems' model that integrates individual and organisational needs. This remains central and highly relevant to the changing environment in which social care services are commissioned, led, managed and provided.

Factors that have informed the update include:

- the personalisation agenda
- the understanding of issues gained through the *Options for Excellence* review of the social care workforce (DH/DfES 2006)
- Denise Platt's 2007 'Review of the Status of Social Care Services' and the ministerial response (Platt 2007)
- the white paper *Our Health, Our Care, Our Say* (DH 2006)
- the *Putting People First* protocol (DH 2007)
- the government priorities, as set out in the DH Workforce Strategy Interim Statement (DH 2008b)
- the development of a skills academy
- the wider appreciation of the need for excellent leadership and management in the provision of quality services
- the recognition that, despite significant progress and much good practice, there is still a great need to improve the overall quality of leadership and management in social care
- the need to update parts of the strategy and some of the supporting products and to offer some new resources
- the positive feedback on the benefits of identifying and promoting good practice examples, tools and templates that can be adapted and used more widely
- the need to increase further the level of understanding of leadership and management issues and the use of the products through the opportunities that promotion of a refreshed strategy will offer
- developments in people who use services acting as commissioners and managers. Estimated at over 50,000 people by the beginning of 2008, this is still a relatively small proportion of the overall number, but it is expected that this will grow considerably
- the link to the new sector skills agreement (SSA) and sector qualification strategy (SQS).



## 2. key features of the original strategy

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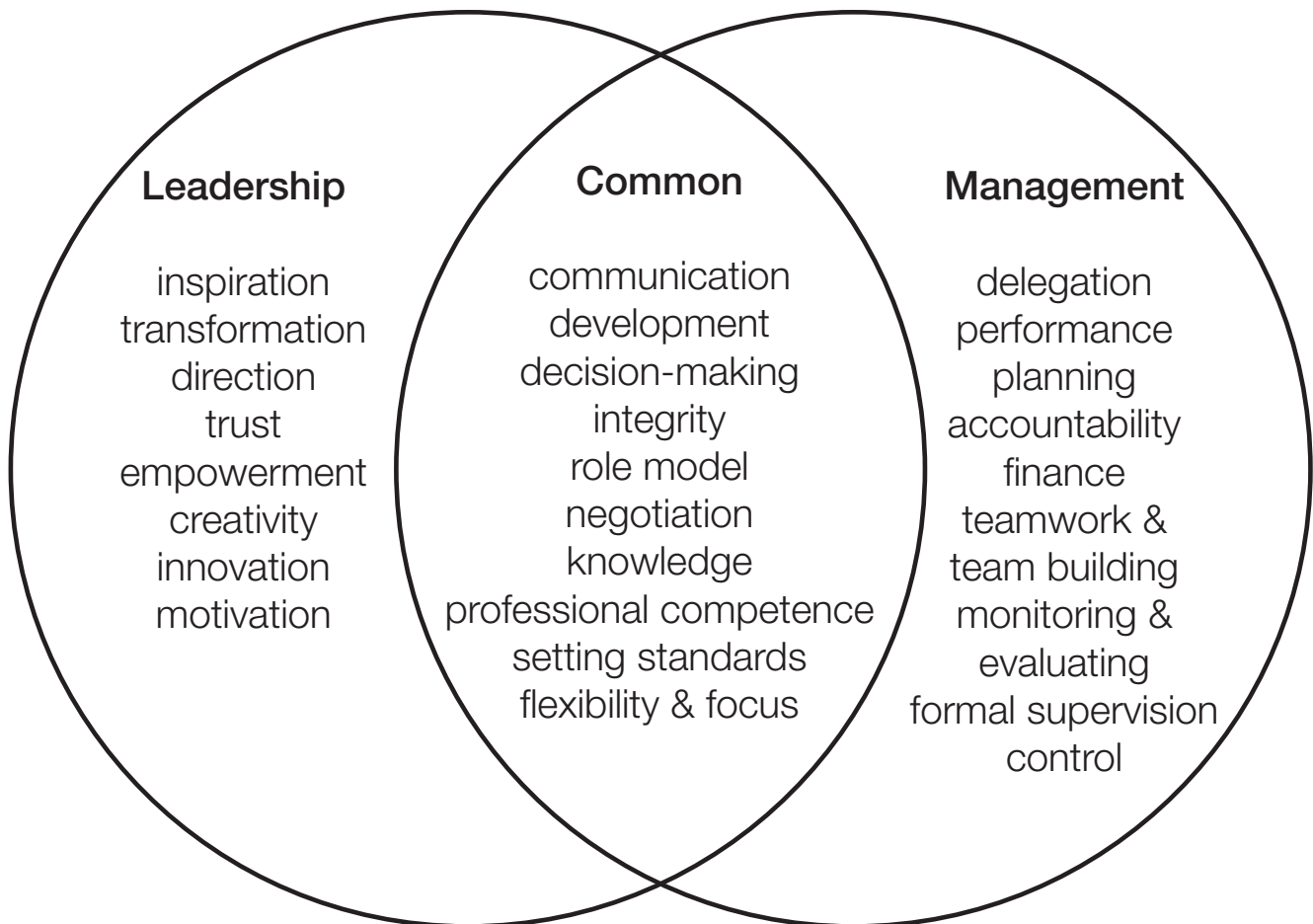
The key components of the strategy published in 2004 continue to be relevant. The opportunity has been taken to produce an updated 'statement of what leaders and managers in adult social care do' (appendix 2), but the other key elements remain as before.

In developing the strategy the consistent view of managers and people who use services was that leadership and management should be:

- integrated and complementary rather than separate activities or attributes
- reflected in role definitions
- developed in practitioner as well as manager roles at all levels.

The diagram below sums up the distinctions and overlaps between leadership and management.

### The leadership-management continuum



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The strategy is therefore based on the approach that leadership and management can be integrated and seen as a continuum. Most leaders need management skills and most managers are more effective if they develop leadership behaviours and skills. Leaders need to help define management in their own organisation. Management could be seen as how people behave in relation to managing resources and the tensions between controlling, rationing and providing services that people want. It involves managing a set of relationships that are open, creative and constructive. Any definition should encapsulate the concept that leaders and managers have to work with people who use services to bring about change. This requires leaders and managers to be able to develop a culture and attitudes to facilitate work with people who use services at all levels.

## the whole systems model

The whole systems model for leadership and management development was developed to reflect the themes above, provide a framework to tackle the changes required and support the social care sector with implementing a leadership and management strategy. It aims for clarity and minimises jargon to encourage all people in the sector to make use of it. The original separately published model document is still available on the Skills for Care website and includes additional information and a glossary.

The model is designed to be accessible to all those working in and using social care services. The model depicts good practice in managing the following:

- relationships between individuals
- the needs of both organisations and people
- change
- education, training and development
- partnerships and interagency working.

Sections of the model can be used to inform plans for a strategic approach to leadership and management development. It can help to specify the competences required of managers, how training can be delivered and which qualifications or awards may be relevant.

A leadership and management development model should be:

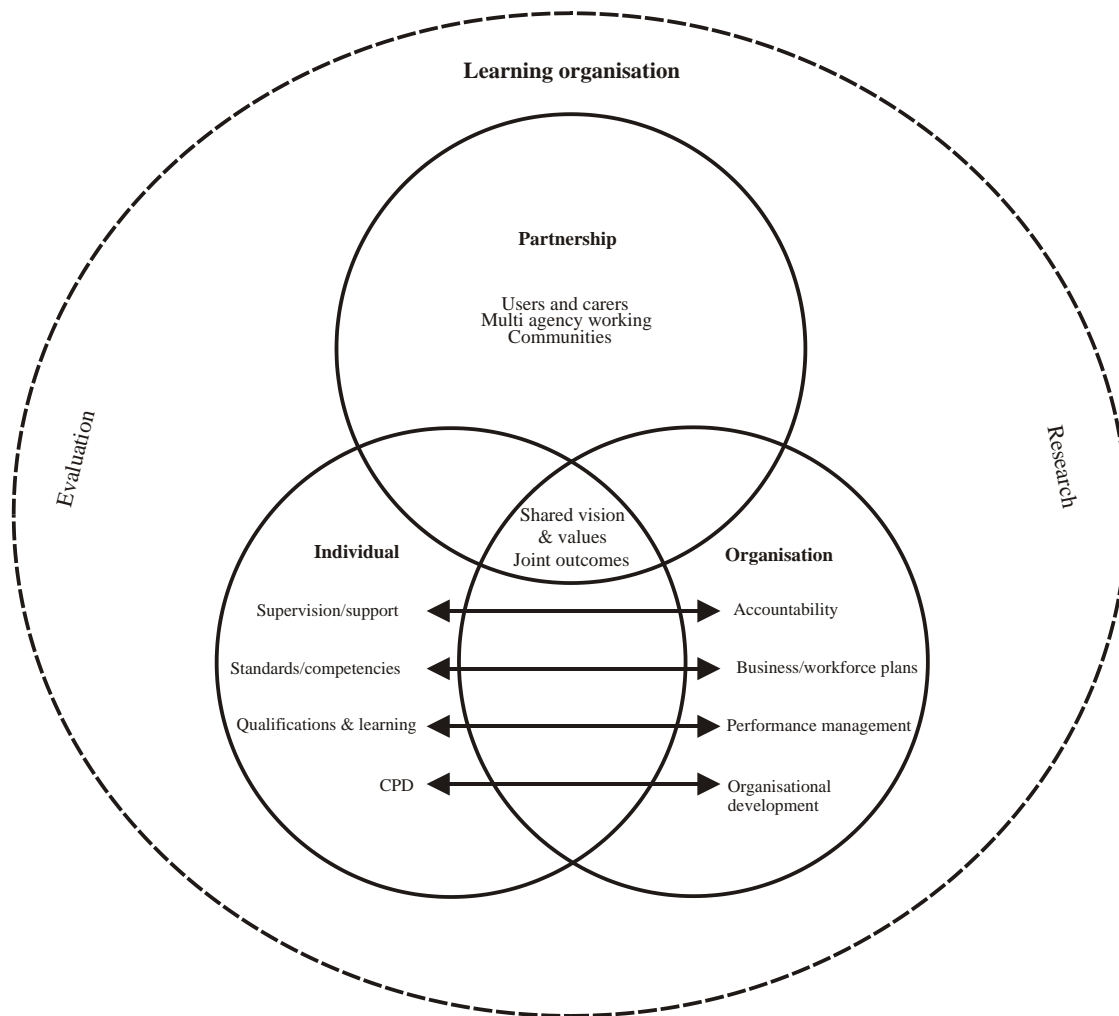
- open to context changes, external influences and the environment
- integrative and clear about the links between people who use services, carers, stakeholders, the organisation, team and individual
- based on shared outcomes, values and attitudes within a learning culture
- capable of describing partnerships and networks
- dynamic and developmental
- flexible and facilitate change and choice
- based on processes that support learning and skills transfer
- evaluated and informed by research.

The diagram on page 6 depicts the overall model. The model is designed to show five main elements:

1. Three key stakeholders in the model— individual leaders and managers, the organisation itself, and the organisation's partners including people who use services, carers and families. They should all contribute to developing a vision for service provision, shared values and agreeing joint outcomes.
2. The key components of individual and organisational development and how they should inform each other for effective planning and service delivery.
3. Around the stakeholders is the culture of a learning organisation.

4. The learning organisation promotes the gathering and sharing of information and knowledge, through research and evaluation (see product 7, A Guide to Evaluation, available on the Skills for Care website).

5. The overall picture is encapsulated in a dotted line, which indicates the openness of the stakeholders to outside influences and change.



Further detail of some key features includes:

- Individuals, teams, people who use services and organisations have discrete needs but when they work together in harmony they can share a vision, values and joint outcomes.
- Partners, other agencies, communities, people who use services, and carers are integral to a successful leadership and management model.
- Other agencies' systems can feed into that of the organisation for flexible working.

- Drivers or changes feed into the way the organisation works and individuals are kept informed of these.
- The context is one of a learning organisation where the culture promotes learning for everyone.
- The arrows connecting the individual and the organisation demonstrate the joint outcomes, e.g. appropriate supervision and support for an individual encourages their accountability for practice, which impacts on the organisation.

- Ongoing fact-finding and research provides information for improvement of practice and service provision.
- Review and evaluation of the service is inclusive and feeds into the development cycle for individuals, the organisation and its partners.
- Shared values are agreed and are meaningful to all individuals within the system.

If all the components of this model are in place and inform each other, this should ensure effective leadership and management development to meet the needs of individuals, organisations and stakeholders.

## improving flexibility and diversity

There is a need for models and frameworks to be flexible to meet the needs of the diverse and evolving range of individual leaders and managers and organisations providing services. They should represent open systems to allow for changes to culture, context, external and internal stakeholders and environment, and for overlap and/or amalgamation with other organisations. The issue is often not about resources but about culture and willingness to change and look at different ways of providing services.

It is vital that leadership and management standards capture the importance of leading and managing complexity and diversity; this may be across agencies, in integrated services and through contracts. Any leadership and management standards or competences framework should promote:

- flexible career pathways across integrated services
- transferable skills across agencies
- applicability to diverse organisations and individuals.

## planning for transitions

Many practitioners and people who use services moving into management positions are often not prepared and have little access to opportunities to understand the management role and develop their skills. Significant attention therefore needs to be paid to induction into management and also transitions across management levels. The new Skills for Care manager induction standards and supporting guidance provide further detail on this. There also need to be effective systems for continuing professional development (CPD). Product 5 (available on the Skills for Care website) provides a useful framework for manager CPD.

Leadership and management skills should be developed both at practitioner levels and early in managers' careers. There should also be an emphasis on developing leadership potential and creativity as part of workforce planning.

In addition, the different strengths, needs and aspirations of leaders and managers at all stages in their careers need to be recognised and developed. Organisations need to develop a learning culture and structures that will encourage leadership and management capability. The need to work with a wide range of partners, services and professions has implications for the way social care services are managed.

## good practice model

The original strategy identified a model of good practice for leadership and management development that includes:

- commitment from the top to a proactive approach to the development of **all** leaders and managers
- linking managers' learning to wider business objectives and targets

- involving and engaging people who use services
- developing clarity about the beneficiaries of leadership and management learning
- scale—it should be possible to scale down a model of learning that is applicable to large organisations so that it can be applied to small agencies as well
- equality—access to learning and qualifications needs to be fair and based on clear criteria
- infrastructure—the need for systems and structures to support learning

- funding—clarity about the resources that can be invested in leadership and management development.

The good practice model needs to cover three levels and their interrelationships: the individual, the organisational and the inter-organisational. Issues for the three levels are summarised in the table below. For effective management of the relationship between people and organisations, both individual and agency needs should be met.

**Table 1** Three-level good practice model

Level	Issues
<b>Individual leader or manager</b>	<ul style="list-style-type: none"> <li>■ Effective recruitment, selection and induction should allow early identification of learning needs</li> <li>■ Access to a variety of on- and off-the-job learning activities—shadowing, placements, coaching, mentoring and projects</li> <li>■ 360 degree feedback involving people who use services</li> <li>■ Good supervision and appraisal</li> <li>■ Personal development plan based on learning needs analysis and career planning</li> <li>■ Monitoring and evaluation of learning</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>■ Links between business plan, leadership and management competences and learning and qualification needs</li> <li>■ Leadership and management development policy</li> <li>■ Systems for monitoring and evaluating the impact of learning</li> <li>■ Funding streams to support management learning</li> <li>■ Commitment to Investors in People standard·Link between leadership and management learning and quality systems</li> <li>■ Clarity about values and behaviours expected of managers and the link to organisational culture</li> <li>■ Succession planning</li> <li>■ Use of national occupational standards to audit learning needs</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>■ Development of strategic partnerships with local training and education providers</li> <li>■ Creating joint management learning opportunities with other agencies such as health, education, private and voluntary agencies</li> <li>■ Identifying and channelling funding to support leadership and management learning and qualifications</li> <li>■ Using partnership networks as opportunities to extend on the job learning through work exchanges, shadowing, projects, placements and meetings</li> </ul>

## framework of competences

### ■ **Balancing generic and specialist competences**

The approach to developing a competence framework for leaders and managers has been to use generic, specialist and partnership standards. This approach was developed in response to the views expressed in the developmental workshops, that there is a need for good leaders and managers and not necessarily social care managers. This means that some competences and descriptors of the leadership and management role are generic, but managers in the care sector also need particular knowledge and skills related to the service area or a particular role such as HR or commissioning. In addition, skills in partnership working are crucial. The mix of leadership and management activities is contingent and could change significantly over time, even though the manager is in the same role.

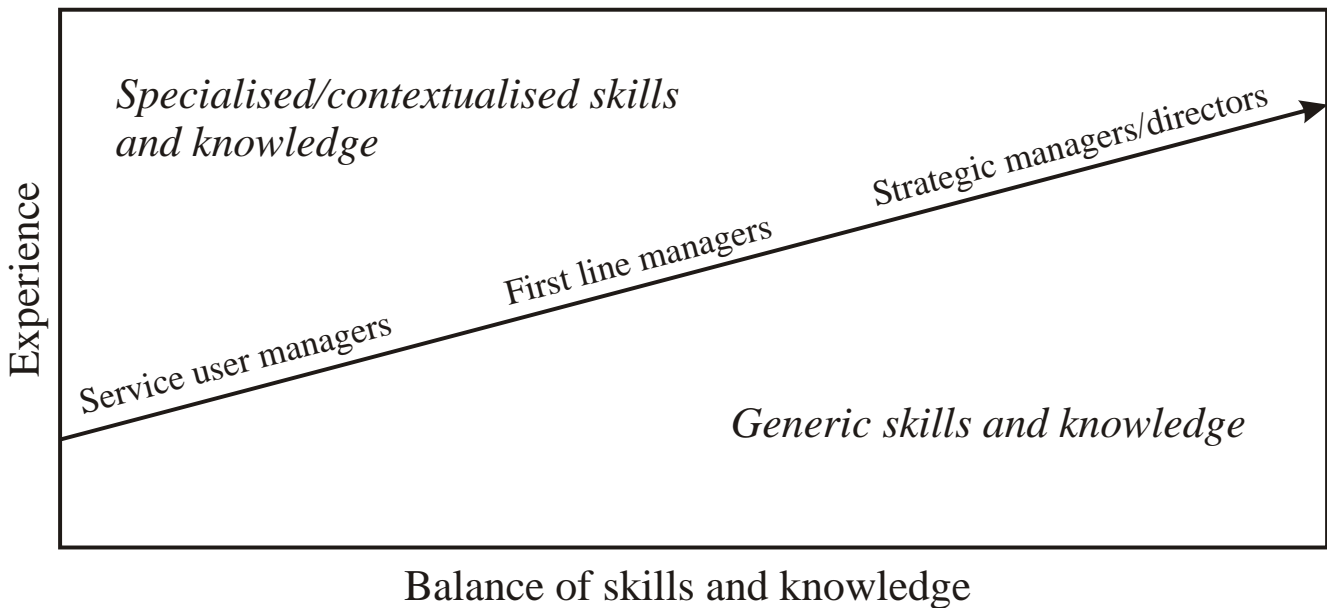
Each person-management specification should be based on a competence profile cross-referenced to the job description and the person's role in the organisation. Therefore the person-management specification needs to be based on the appropriate range of competences. These are listed in the table below.

Organisations and individuals can select from generic management standards, specialist standards and standards for partnership working which best meet the needs of their role. The framework is therefore inclusive of a range of existing units, which could apply to managers in different settings

It is likely that first line and some middle managers may need more specialist and partnership standards, while some middle managers and senior managers may need more generic standards. This will depend on the job role and the size of the organisation. The proportions of specialist and generic competences are likely to vary according to the level of manager. Diagram 3 shows how this could work for a range of managers. First line managers and supervisors are likely to have a relatively greater number of specialist competences within their profiles, while senior managers will have a larger number of generic competences. However, all managers will require competences in working in partnership. Partnerships can include people who use services, carers, families, national agencies, local agencies and local communities.

Table 2 Summary of range of competences	
■	Generic standards, which are the revised national leadership and management standards available on the Management Standards Centre website.
■	Relevant specialist competences taken from the new Leadership and Management for Care Services standards; social work; advice, guidance and advocacy; health and safety; learning and development; recruitment and employment; drugs and alcohol.
■	NHS Leadership Qualities framework and the NHS Knowledge and Skills Framework
■	Specific partnership standards from across the range of specialist competences.

Diagram 3 Competence mix for leadership and management



This demonstrates a flexible approach, which should be able to meet the needs of managers in small organisations as well as large ones. A manager of a small organisation may require competences spanning the whole range from first line to strategic managers.

## personal development plans

Each organisation may want to identify an appropriate set of competences for all leaders and managers with particular roles and functions. This could form the basis of a person-management specification, but individual managers may also have additional functions or responsibilities for which competences are identified. Once the person-management specification has been agreed, this will lead to an individual personal development plan to ensure that learning or qualification needs are met.

The plan should consider three levels:

- Organisational basics for new managers, including induction learning, to ensure that leaders and managers are prepared

for new roles. This could be the transition from practitioner into management, or career progression into higher levels of management, or across to specialist areas such as human resources or commissioning. This learning would ensure the leader or manager understands the role and has sufficient skill and organisational knowledge to be effective. As the learning is based on competences it should provide the building blocks to a relevant qualification.

- To achieve required qualifications essential to the management role such as the new Leadership and Management for Care Services award, or to demonstrate learning to match the competence profile, or other awards.
- Discrete learning and other development opportunities that are organisation-specific for updating and further development and external non-qualifying programmes.

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## tailored awards or qualifications

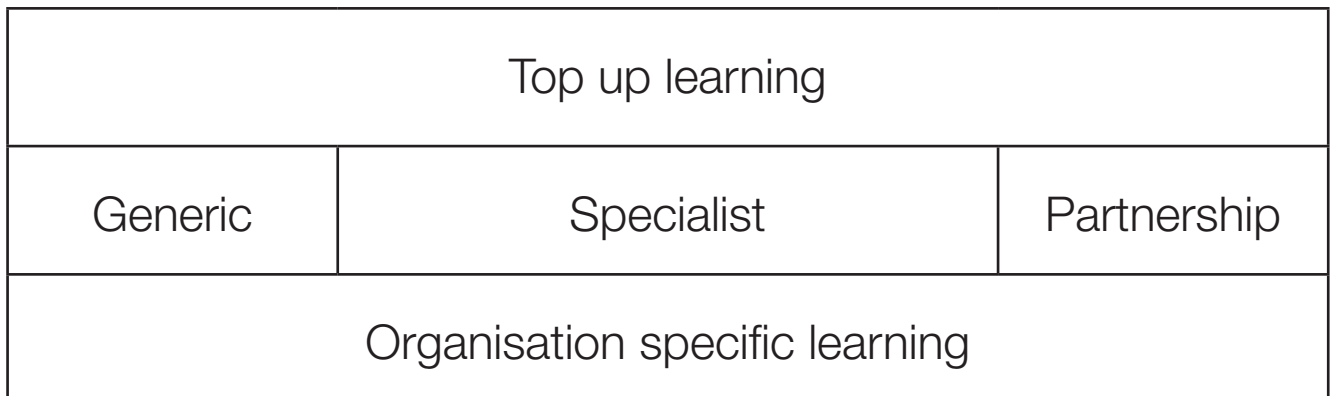
The individualised approach relates to specific awards or qualifications as well as overall leadership and management development programmes. Except where a specific qualification is required (e.g. for registered managers) each individual manager or leader can tailor qualifications to their needs by selecting the units or parts that relate most closely to their job. This approach recognises the breadth of a manager's role in social care, while maintaining the focus on specialist areas of skills and know-how.

The competences required by a manager will include:

- generic
- specialist
- partnership
- organisational

The diagram below illustrates the skills mix for leadership and management. It is possible to put together a flexible award by drawing on competences from these areas.

**Diagram 4 Skills mix for leadership and management**



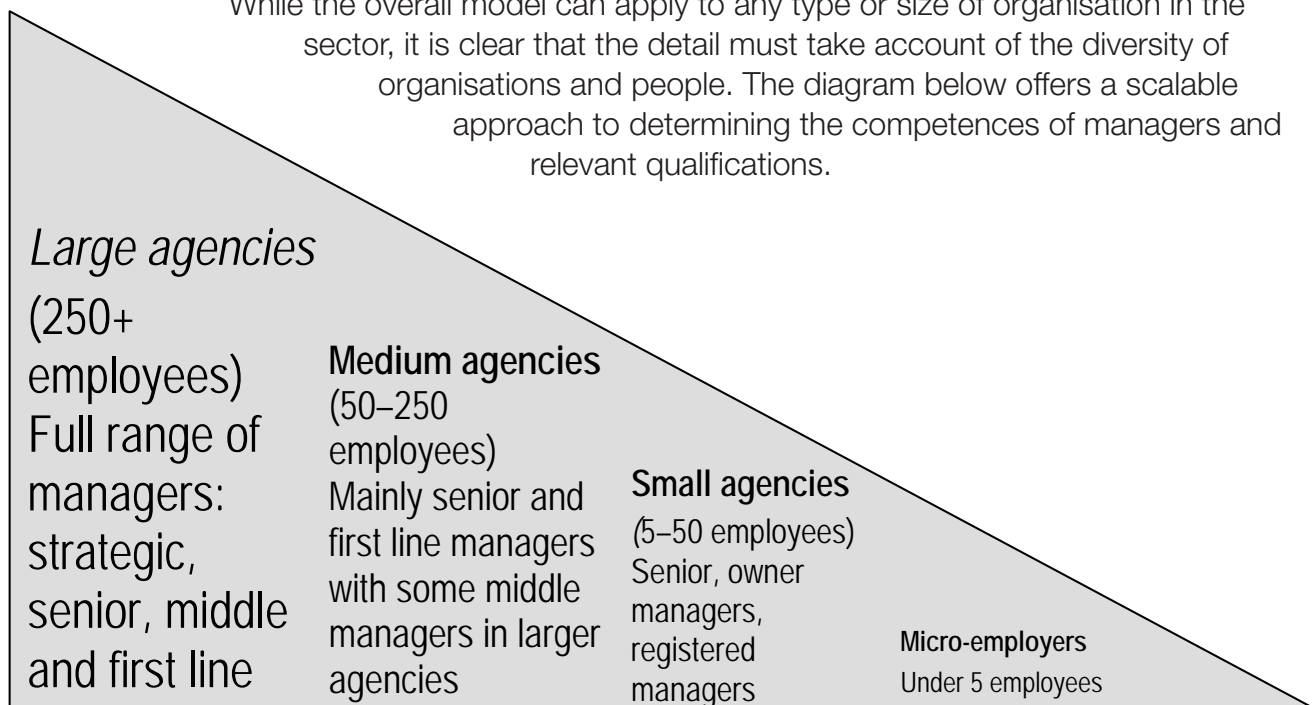


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## implications of organisation type and size

**Diagram 5 Scalable model of links between agency size and range of standard**

While the overall model can apply to any type or size of organisation in the sector, it is clear that the detail must take account of the diversity of organisations and people. The diagram below offers a scalable approach to determining the competences of managers and relevant qualifications.



At the sharp end, a more limited range of competences would apply to managers and supervisors working in **micro agencies** with fewer than five employees. This category would include some very small care agencies, such as a 2–3 bed home, small voluntary projects, co-ordination roles in self-help and community agencies and people who use direct payment to directly employ their own staff.

**Small agencies** with five to 50 employees would also need a more limited range of competences. Management roles include senior, owner manager, registered manager and supervisor. Registered managers already have standards and awards in social care. Owner managers also have generic standards for their roles. There is a set for business planning, designed for start up businesses and business management and development for established businesses.

**Medium-sized agencies** with 50 to 250 employees have the full range of managers, with middle managers found in the larger agencies. Almost the complete set of leadership and management standards could apply to these roles.

**Large agencies** with over 250 employees have the full range of managers. The complete set of leadership and management standards would apply to these roles.

### 3. what are the main drivers?

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The future direction is clear: to make personalisation, including a strategic shift towards early intervention and prevention, the cornerstone of public services. In social care this means every person across the spectrum of need having choice and control over the shape of their support, in the most appropriate setting. These changes are leading to a number of trends: an increasingly personalised approach to services, making them flexible and responsive to individual needs and wishes; supporting and developing individuals in their personal, family and community context to promote improved health, emotional well-being and quality of life; ensuring respect and dignity for people who use services; a preventative, integrating and developmental approach. This transformation will require effective leadership and management across the continuum of services.

There are a number of current drivers that impact on leadership and management. These include:

- the *Options for Excellence* review (DH/DfES 2006)
- the white paper, *Our Health, Our Care, Our Say* (DH 2006)
- Dame Denise Platt's 'review of the status of social care services' (Platt 2007) and the ministerial response
- *Putting People First* – the shared vision and commitment to the transformation of adult social care
- the *Common Core Principles to Support Self Care* (SfC/SfH 2008)
- the DH Adult Social Care Workforce Strategy Interim Statement (DH 2008b).

Further detail on each of these is included below.

#### **The Options for Excellence review** (DH/DfES 2006)

The *Options for Excellence* review of the social care workforce pays particular attention to

the importance of effective leadership and management. It sets out a vision for 2020 where:

- all newly appointed managers in social care settings will be given support and training
- effective induction will link into leadership and management training and promote the development of career pathways
- social care leaders and managers will be equipped with the right skills through well-timed and comprehensive training that will give them the confidence to lead and manage effectively
- strong leaders and managers will be supported by good HR practice across the social care sector, thus promoting value and respect and developing confident and skilled workers.

#### **The white paper – Our Health, Our Care, Our Say** (DH 2006)

The transition to the vision of integrated services, based on the needs of individuals, equipped to deliver the agreed outcomes requires a major transformation. This will require effective leadership and careful management of the change.

#### **Dame Denise Platt's 'Review of the Status of Social Care Services'** (Platt 2007) and **national skills academy**

Dame Denise Platt's review identifies concerns about the lack of comprehensive arrangements for developing leaders, managers and commissioners and discusses approaches to the development of a social care skills academy with a focus on leadership, management and commissioning. In response to the review Ivan Lewis MP, then Minister for Care Services, announced a five-point plan, the first being, "To establish a skills academy focused on developing world class leadership and commissioning in the public, private and voluntary sectors."

In October 2008 John Denham MP, Secretary of State for Innovation, Universities and Skills,

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announced the creation of a social care national skills academy, to be established as an independent body from April 2009. This announcement was welcomed by Skills for Care, as a participant in planning for the academy, with a specific reference to leadership and management development as an area of the academy's work to which it would particularly contribute.

### **Putting People First – a shared vision and commitment to the transformation of adult social care** (DH 2007)

*Putting People First* sets out a vision for a personalised adult social care system, geared to agreed and shared outcomes which should ensure people, irrespective of illness or disability, are supported to: live independently stay healthy and recover quickly from illness exercise maximum control over their own life and, where appropriate, the lives of their family members sustain a family unit which avoids children being required to take on inappropriate caring roles participate as active and equal citizens, both economically and socially have the best possible quality of life, irrespective of illness or disability retain maximum dignity and respect. *Putting People First* stresses the need for effective leadership and commissioning to bring about the transformation of the adult social care system. Skills for Care is one of several social care bodies that are co-signatories to *Putting People First*.

### **Common Core Principles to Support Self Care** (SfC/SfH 2008)

The white paper *Our Health, Our Care, Our Say* (DH 2006) included a commitment that the Department of Health would work in partnership with the sector skills councils (SSCs), Skills for Health and Skills for Care, to develop a competence framework which would describe the skills and knowledge required to support self care.

The SSCs and the Department of Health

have produced the 'Common Core Principles to Support Self Care' (CCPs) for the health and social care workforce. The principles are underpinned by a value base which focuses on person-centeredness, partnership working, and shared decision making. This value base is intended to be shared by health and social care professionals at all levels.

The principles are described in terms of competence, the context in which it lies, the expected behaviours and underpinning knowledge.

Leaders and managers are responsible to their organisations, their staff and, most importantly to the people who use their services and the wider community, for ensuring the highest standards of care are achieved. This includes meeting expectations for personalised services which respect dignity, promote independence and offer maximum choice and control for people who use services. The intention is that these principles will be the tool used for commissioning education and training, commissioning for the workforce and workforce development. The CCPs form part of the value and practice base of the Manager Induction Standards.

**Principle 1** - Ensure individuals are able to make informed choices to manage their self care needs.

**Principle 2** - Communicate effectively to enable individuals to assess their needs, and develop and gain confidence to self care.

**Principle 3** - Support and enable individuals to access appropriate information to manage their self care needs.

**Principle 4** - Support and enable individuals to develop skills in self care.

**Principle 5** – Support and enable individuals to use technology to support self care.

**Principle 6** - Advise individuals how to access support networks and participate in the planning, development and evaluation of services.

**Principle 7** – Support and enable risk management and risk taking to maximise independence and choice.

**The DH Workforce Strategy Interim Statement** (DH 2008b)

The Interim Statement states that *Putting People First* provides unprecedented opportunities to leaders and managers. The key tasks will be to provide support and encouragement for leaders and managers and

provide the environment to think creatively, use their entrepreneurial skills, and engage with a broad range of interests representing people who use services or who are carers, employers and staff, staff representatives, and voluntary and community interests in developing new responses and solutions. Leaders will also need to work to develop a culture in the workforce that is risk aware rather than risk averse—thereby promoting independence and not simply managing risk.

## 4. where are we now?

### the workforce

Leaders, managers and supervisors make up over 10% of the adult social care workforce. Latest estimates put the total at 141,000 (in a workforce of 1.31 million). It is projected that this number will increase to between 173,000 and 192,000 by 2025, depending on the way services evolve. For further information and detail please refer to the Skills for Care Annual Workforce Report 2008. The quality and accuracy of data available is improving.

### training and qualifications

In terms of qualifications held, the most accurate data relates to Registered Managers, based on NMDS returns in 2007. By the end of May 2007 there were returns from nearly 2,000 Registered Managers in the NMDS-SC, 57% of whom held a qualification at NVQ level 4. This varies slightly across settings and is lowest in domiciliary care settings (see table below).

Highest Qualifications Held	All Services	Care Home Only	Care Home with Nursing	Domiciliary Care
<b>Registered Manager (Base)</b>	<b>1,966</b>	<b>989</b>	<b>306</b>	<b>171</b>
Level 4 or above	57.2%	55.6%	57.2%	47.4%
Level 3	16.9%	15.2%	19.9%	16.4%
NVQ Level 2	1.5%	1.4%	0.3%	4.7%
Entry or 1	-	-	-	-
Other relevant qualifications	19.4%	17.2%	17.3%	21.6%
No relevant qualification or non-recorded	22.6%	26.2%	22.2%	26.3%

\* Column totals may sum to over 100% because 'other' qualifications cannot be assigned to an NVQ level.

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There were also 22% and 20% of Registered Managers in Care Homes and Care Homes with Nursing respectively who were working towards qualifications at level 4 or above. Overall the figures do suggest reasonable progress towards the target in the National Minimum Standards. It is hoped that the new Leadership and Management for Care Services qualification will create further interest and lead to higher levels of achievement.

More reliable data on the qualification levels and qualifications available to other groups of managers needs to be developed. As the NMDS is used more widely the accuracy of data should improve considerably.

In addition, Skills for Care has recently commissioned research into leadership and management training, current practice and future need in the adult social care sector in England. The aim of the research is to identify the current and likely future scale and nature of supply and demand of leadership, management and commissioning training and qualifications across England in order to guide the establishment of a National Skills Academy for Social Care. The objectives are to:

- identify current provision of leadership, management and commissioning of training and learning by education and training providers in higher and further education institutions and in the private and voluntary sector in England, including the range of qualifications and curriculum models for design and delivery from level 3 upwards
- identify the range and models of training undertaken in-house by employers for their own staff, whether accredited or not
- predict the likely demand for training in leadership, management and commissioning in the future
- assess the capacity of the sector to deliver in response to this projected demand

- make recommendations to the National Skills Academy, and proposals on content and mode of delivery to be developed in order to meet future demand.

This research which Skills for Care is doing in partnership with the Skills Academy Team will help identify target numbers of managers to achieve qualifications over the next three years and types of qualifications and learning needed. A final report is expected by March 2009.

## the sector skills agreement (SSA)

The development of the SSA involved extensive consultation with the sector nationally and regionally. Over 1500 people/organisations participated. In addition 533 questionnaires were received back. As a result the sector identified key priorities and a number of solutions against each priority. The first priority was Leadership, Management and Human Resource Practice. The solutions inform the proposed actions included in this strategy.

The SSA consultation process identified the following as essential for the delivery of high quality leadership and management development:

- a clear understanding of which training and development approaches work best in different situations. This should include recognition of the value of action learning and should include a focus on the development of entrepreneurial skills
- training and development must incorporate good practice in relation to diversity (e.g. age, gender, ethnicity, disability, etc). There is scope to encourage new leaders and managers from under-represented sectors.
- training and development opportunities need to be flexible and take on board different learning styles and need to promote active learning cultures.

- there is a growing need to support people who use services in their roles as employers and managers of services
- recognition of the support needs of managers of micro-organisations, SMEs and the voluntary and community sectors including social enterprises, and of the sheer diversity of the sector. This means that support for leadership and management development must be flexible and tailored to different needs within the sector
- there is ample scope for capacity building among SMEs and other small service providers (e.g. in the voluntary and social enterprise sectors)
- there is a need to develop leadership and managerial skills that facilitate effective cross-sector working
- ongoing continuing professional development (CPD) is central to the development of leadership and management skills and to promote a culture of learning organisations as the basis for sharing of good practice and development of different ways of delivering services. This should recognise that leadership skills lie within everyone and development opportunities are not just for managers.

**Likely impact if the above are not addressed:**

- poor leadership and management will inhibit current and future capability for strategic change
- services will not change to meet the needs and expectations of people who use those services, or policy directives, either currently or in future. Poor retention rates and high turnover will continue.

## the sector qualification strategy (SQS)

The SQS focuses on the standards, learning opportunities and qualification requirements for the adult social care workforce in England. Following extensive consultation with the sector, through the SQS and the related action plans, Skills for Care will be working towards:

- training and development which is flexible, of consistently high quality and is quality assured
- taking a proactive lead role to work with key stakeholders to develop a unitised or modular approach to gaining robust qualifications that meet the needs of the sector and which allow an individual learner to assemble units at different levels, from both within and outside the sector where appropriate. Units should meet the right skills and knowledge requirements at the right time
- the definition of, and funding for, a range of training and development (both units and full qualifications), which are fit for purpose, clear and accessible. This is likely to result in a rationalisation of existing qualifications and modifications to content to meet the changing needs of the workforce.

This includes a strong commitment to ensuring that management qualifications are fit for purpose, accessible, develop appropriate skills and support enterprise and business start-ups.

## qualifications and credit framework (QCF)

The QCF is a new way of recognising skills and qualifications across all sectors. It does this by awarding credit for units and qualifications. The QCF will be a major change to existing vocational qualifications including National Vocational Qualifications (NVQs).

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The QCF will be a more simple structure to organise units and qualifications to aid flexibility, to capture learning and to meet the skills and knowledge needs of the workforce. The QCF allows for the opportunity to develop units and qualifications in different ways to meet the changing needs of the workforce as highlighted by the SSA and SQS. Sector skills councils will be at the centre of qualification design for the new QCF qualifications. The framework is expected to begin in the late summer of 2008 and Skills for Care will begin developing new qualifications to be in place by 2010.

## leadership and management strategy – update on progress made

The original 2004 strategy document contained a large number of recommendations and the table in appendix 4 shows the significant overall progress. It also highlights what further actions are required.

Specific products that support the strategy's whole system approach have been developed and these have been generally very well received. Appendix 3 provides an overview of the products available. There has been very positive feedback from people who have familiarised themselves with the materials and actually used them. There has been particular appreciation of those that include examples and templates, such as the *Providing Effective Supervision* product, published in July 2007.

There have been requests for further guidance and products that are more concise and essentially practical for busy organisations and individuals to use. The new products launched in advance of this update have therefore been written to take account of this demand.

These are:

- Adult Social Care Manager Induction Standards and supporting guidance
- Guide to leadership and management development for small and medium-sized enterprises in adult social care
- A revised statement of what leaders and managers in social care do.

It is also clear that levels of use of the products and awareness of the strategy itself can be developed further. As the configuration of services changes, there will be new types of both workers and employers (e.g. people who employ their own staff) and thus new types of managers. We therefore need to reach a wider audience and there is a particular need to make the strategy and products more accessible and relevant to SMEs, micro-employers and the third sector.

This is all in the context of an increased focus on the importance of effective leadership and management in providing high quality, cost effective services that deliver positive outcomes for people who use services.

## 5. where do we want to be?

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The quality, effectiveness and efficiency of managers and leaders within the adult social care sector, from front line staff through to directors of adult social services, needs to be developed in order to provide clear vision and leadership to deliver quality personalised services to meet the needs of people who use services and of carers.

At the forefront of priorities is the need for a strategic approach to leadership and management development, learning and training, and qualifications. There is strong agreement that leadership is the key to realising the value of the workforce and to ensuring there is a 'golden thread' from corporate objectives to individual learning. Leadership is seen as the key to improving retention and motivation within the workforce. Indeed, stakeholders are keen that we raise the stakes for leadership development with an approach that fosters a culture of learning and learning organisations at its heart. High quality social care leaders need to be in the vanguard, driving forward workforce reform and development of services.

It is recognised that high quality people-management is imperative in the sector if policy directives and people's demand are to be achieved. This must include effective succession planning and 'growing' of managers. Clear progression routes are needed to help this. There should be access to coaching and mentoring and encouragement to aspire to managing and leading.

Thus, without strong leadership and management processes, much of the policy-driven change in the adult social care will flounder. It would be difficult to create learning organisations, retain staff and change the way staff work without visionary leadership and effective people-management.

The requirements include management of change and performance management to ensure that managers can effectively lead, manage and support their workforce – both new and existing – and can facilitate retention and recruitment.

It will increasingly involve the management of new types of working (NToW). Skills for Care's work on NToW is based on meeting the needs of the person receiving the service. This has significant implications both for how the work is undertaken and for the infrastructure required to support it. One of the key implications is the need to operate across traditional organisational boundaries. This includes not just health and social care, but also housing, leisure, education and others. This requires visionary and strong leadership, with committed partnerships modelled at senior level for the partnerships' staff to follow, and careful and sensitively applied change management.

Key factors cited in Skills for Care's mapping reports on NToW were:

- the importance of innovative, committed leaders and managers together with changing organisational culture, attitudes and work habits
- flexibility of managers, workers, systems and commissioning processes were identified as essential to provide a personalised service
- research carried out on skills gaps in the voluntary sector showed that a lack of leadership skills among applicants was seen as a problem by more than one in eight employers, with many in the sector worried that there are too few prospective leaders in the labour market.



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**Recognition of leadership & management significance in the sector.****533 respondents to the sector skills agreement stage 3 consultation said:**

What are the most important skills for unit/team managers in five years' time?	93%	Communication skills
	91%	Leadership
	90%	Workforce development
	89%	Management & supervision
	88%	Management of change
	83%	Performance management
	83%	Multi-disciplinary team working

In moving forward there are a number of key issues and points to consider, as follows:

- the drivers provide consistent messages and themes
- there is clarity about the vision but, up to this point, a relative lack of detail as to how it will be achieved
- leaders and managers need skills to meet both the challenges of managing current services and to lead the transition to new models of service delivery
- high quality leadership and management also impact positively on other key areas such as staff retention and motivation, thereby linking indirectly to the provision of quality services
- despite significant progress and much good practice there is still a great need to improve the overall quality of leadership and management in social care
- the strategy needs to embrace new types of employer, including micro-employers, people who manage their own services and organisations of people who use services
- leadership and management development are equally important for all types of service providers and commissioners—the statutory, voluntary and private sectors as well as micro-employers and people who use services managing their own budgets, and for all individual leaders and managers in all those sectors

- there is greater clarity about the wider leadership role of local authorities in supporting the development of the whole social care workforce, including leaders and managers. This needs to be translated into actual practice consistently across the country and includes the specific obligations of the director of adult social services that go beyond responsibility for the local authority's staff

There need to be clearer links between workforce development activity for leaders and managers and improved outcomes for people who use services. These are likely to be achieved where leadership and management practice actively:

- inspires staff
- promotes and meet service aims, objectives and goals
- develops joint working/partnerships that are purposeful
- ensures equality for staff and people who use services
- challenges discrimination and harassment in employment practice and service delivery
- empowers staff and people who use services to develop services people want
- values people, and recognises and actively develops potential

- develops and maintains awareness and keeps in touch with people who use services and staff
- provides an environment and time in which to develop reflective practice, professional skills and the ability to make judgements in complex situations
- takes responsibility for the continuing professional development of self and others.

## 6. how will we get there?

The key purpose of the strategy is to improve the quality, effectiveness and efficiency of managers, and leaders at all levels within the adult social care sector in order to deliver personalised services.

In order to deliver on this agenda there is a need to ensure that leaders and managers are supported by good human resource practice.

Priority area	Solutions
1. Leadership, management and human resource practice	1. Develop appropriate strategies for leadership and management practice, learning, training and qualifications.
	2. Assist and enable the development of high quality people-management skills and leadership skills.
	3. Ensure that leaders and managers are supported by good human resource (HR) practice to develop a skilled workforce.

The first priority action area identified in the sector skills agreement is **Leadership, Management and Human Resources Practice** and it includes three solutions and accompanying actions to be delivered in the next three years:

### how the priority will be implemented

**Proposed solution 1** – Develop appropriate strategies for leadership and management practice, learning, training and qualifications.

#### Key features of the proposal:

The leadership and management strategy and supporting tools/products will be actively disseminated to the sector.

- The Skills for Care career framework for those with management and leadership responsibilities will be actively disseminated, in order to identify appropriate career pathways.
- Improved take-up and completion of L&M awards and qualifications will be monitored using NMDS-SC.
- The QCF will deliver a new framework of qualifications.

#### Actions:

- A refreshed L&M strategy published in October 2008.
- Management Induction Standards (MIS) published in September 2008.
- SMEs Guidance published in October 2008.
- Revised Statement of ‘What Managers and Leaders in Social Care Do’ published in October 2008.

- Active dissemination of the L&M strategy (including the whole systems model, good practice model and evaluation tool) and its products to employers nationally and regionally.
- Regional and national activity to help employers implement the strategy and use its products (e.g. workshops, conferences, action learning).
- Targeted regional and national activity to support SMEs, micro-employers and people who employ their own staff in using the strategy and its products.
- Annual surveys to be conducted to ascertain employers awareness, understanding and use of the strategy (including the whole systems model, good practice model and evaluation tool) and its products, and new requirements. Surveys to deliver data on numbers of employers, type and size (commencing late 2009).
- Career framework disseminated to the sector (mid-2009).
- The new Leadership and Management for Care Services award to commence in September 2008. Work with CSCI on guidance about target group.
- Development of the SCLDI programme – collaborative work with SCIE and the Skills Academy (2008/09).
- Improved take up of the L&M PQ awards – collaborative work with GSCC (next three years). Improvements to be monitored using NMDS-SC and GSCC data.
- Research to identify the current and likely future scale and nature of provision of leadership, management and commissioning training and qualifications across England to be completed by March 2009. Outcomes to inform the development of the Skills Academy.
- ADASS to endorse and promote the strategy and its products and ongoing work with ADASS Workforce Development Network.

- New L&M qualifications to be developed as part of the new QCF (2010).
- SQS and QCF to deliver flexible qualifications and accessible funding streams.

**Proposed solution 2** – Assist and enable the development of high quality people-management skills and leadership skills.

**Key features of the proposal:**

- The identification, dissemination and facilitation of good practice in people management and leadership, including:
  - leading and managing change
  - managing diversity, including managing the needs of the migrant/international workforce
  - human resource management
  - leadership
  - practice which is responsible and risk aware, but not risk averse.
- The identification of the specific support required by managers to develop their management skills, including entrepreneurial and business skills, working in:
  - micro organisations
  - people who employ their own staff
  - SMEs
  - voluntary and community sector
  - social enterprises.

**Actions:**

- Collaborative work with SCIE to develop the People Management website and Leading Practice – a development programme for first line managers.
- Annual survey to produce data on take up of the strategy, its products and other resources by employers in micro organisations, people who employ their own staff, SMEs, voluntary and community

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sectors and social enterprises, including identification of future requirements (commencing late 2009).

- Insertion of the Common Core Principles to Support Self Care (CCPs, SfC/SfH 2008) in the value and practice base of the MIS, with particular reference to the management of risk.
- CCPs to underpin all new learning and qualifications (next three years).
- Development of training to develop entrepreneurial skills and business skills – QCF (2010).
- Development of a set of competences for directors of adult social services – collaborative work with SCIE and ADASS (early 2009).
- Work with ADASS to support the role of Director of Adult Social Services in relation to the development of the whole workforce in their locality. National and regional work on using NMDS-SC for workforce planning and evidence based approaches to workforce development (next three years).
- Support leaders and managers across the sector to implement SfC Principles of Workforce Redesign (first product October 2008 and other products or tools to be rolled out in 2009 and 10).

**Proposed solution 3** – Ensure that leaders and managers are supported by good Human Resource practice to develop a skilled workforce.

**Key features of the proposal:**

- Support people who employ their own staff, SMEs, micro businesses and the third sector to access human resource (HR) expertise.

**Action:**

- Collaborative work with SCIE and ADASS to ensure this group of employers have better access to HR expertise and guidelines.

- Annual surveys to ascertain improvements in this area, barriers and ways forward.

**Key benefits of this approach**

**Employer and key stakeholder benefits**

- Access to relevant sectoral ‘toolkits’ to improve leadership and management skills within their organisation.
- Recruitment and retention rates improve.
- New employers feel that they have the appropriate skills to be effective managers and leaders.
- Improvement in quality of service provision.
- The appropriate learning, standards and qualifications to meet the needs of the sector are clearly identified.

**Supply side benefits**

- The learning, standards and qualifications for leadership and management within the sector are developed with employers and people who use services and clearly communicated to the supply side to develop.
- Funding for leadership and management learning is identified and promoted to all managers and leaders across the sector.

**Suggested employer contribution and action**

- Actively use the strategy, the whole systems model, the model of good practice and the strategy’s products.
- Adopt good practice in human resource management, including workforce development, diversity and inclusion.
- Offer relevant learning and appropriate qualifications to all new managers.
- Develop as learning organisations by:
  - implementing the SfC CPD strategy
  - adopting the charter for CPD to be developed
  - promoting the IIP standard and the Skills Pledge.

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- Maintain up-to-date workforce data and intelligence, e.g. completion and maintenance of organisational and employee NMDS-SC.
  - Promote good practice and the development of appropriate tools in people- management, diversity, inclusion and leading and managing change.

- Work with partners to identify the learning and development in management, human resource practice and being a good employer, which meets the needs of all employers, including people who employ their own staff.

Further guidance for employers and local authorities or directors of adult social services is included in appendices 2 and 3 respectively.

## 7. how will we know when we get there?

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The strategy will be overseen nationally by Skills for Care's Workforce Strategy sub-committee of its Policy Development Committee, and implemented in collaboration with regional and national partners and networks. At national level, this will entail working with key national organisations representing the range of stakeholders through our employer engagement strategy. We will also be contributing to the development of the National Skills Academy. At the regional level, regional committees will give a point of focus for disseminating the strategy and products and engaging with individual providers and networks to ensure local responsiveness.

At both national and regional levels this approach will be underpinned by the development of sector skills agreement action plans with partners.

Nationally we will also ascertain the impact of the strategy and its products as follows:

- Monitoring of targets related to the use of Training Strategy Implementation (TSI) funds and their impact on leadership and management development.
- NMDS returns and analysis will enable the monitoring of changes in the profiles of leaders and managers and their educational attainment.
- Annual surveys to ascertain the effectiveness of the strategy and its products, number of organisations reached, type and size of organisations, and identification of future requirements.
- Research on the impact of the strategy and the implementation of its products on outcomes for people who use services.

# appendix 1

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“Treat us with respect, support our choices.”

“Enable us to access and/or manage the services we need.”

“Understand what dignity means in very practical terms and make it a reality.”

“Show the way, keep people on board and together.”

“Listen to us, make change happen and get results through the best use of people, money and other resources.”

What people who use services have told Skills for Care about the social care leaders and managers they want.

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## what leaders and managers in adult social care do – a statement for a leadership and management development strategy for social care

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There are common behaviours, skills and knowledge required for all adult social care leaders and managers across all sectors and all settings. This statement sets out what is particular about leading and managing in adult social care.

Leaders and managers should work to develop services which are person-centred, seamless and proactive. They should support independence, not dependence, and allow everyone to enjoy a good quality of life, including the ability to contribute fully to their communities. They should treat people with respect and dignity and support them in overcoming barriers to inclusion. Services should be tailored to the cultural, ethnic and religious needs of individuals in the context of their communities. Their leaders and managers should focus on positive outcomes and well-being, and work proactively to include the most disadvantaged groups.

Leaders and managers should fulfil their responsibility to provide care and protection for those who are genuinely unable to express needs or wants or to exercise control. Individuals' self-determination should be at the heart of a reformed social care system and constrained only by the realities of finite resources and by necessary levels of protection, which should be responsible but not risk-averse.

Leadership and management practice needs to be underpinned by the seven *Common Core Principles to Support Self Care*.<sup>1</sup>

Leadership and management practice should also be informed by and rooted in a social model of care.

Leadership and management should be integrated and complementary to each other, so that leadership is reflected in management roles at all levels. Organisations need to develop cultures and structures that will encourage and support leadership and management capability.

### Personalised adult social care

All leaders and managers need to ensure their work supports the shared vision as outlined in *Putting People First*<sup>2</sup> and its set of seven outcomes which should ensure that people, irrespective of illness or disability, are supported to:

- live independently
- stay healthy and recover quickly from illness
- exercise maximum control over their own life and, where appropriate, the lives of their family members

- sustain a family unit which avoids children being required to take on inappropriate caring roles
- participate as active and equal citizens, both economically and socially
- have the best possible quality of life, irrespective of illness or disability
- retain maximum dignity and respect.

### Leadership & management resources at [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

- Manager Induction Standards – what a manager new in post should know, understand and be able to do. Web edition, plus printed books for new managers and for those who manage or mentor them (order books via [www.skillsforcarepublications.org.uk](http://www.skillsforcarepublications.org.uk))
- National occupational standards for leadership and management for adult social care – the replacement for the registered manager standards
- *Providing Effective Supervision* – how and why to do it, with real-life models to adapt to your own needs
- Continuing professional development strategy, framework and employer guide – CPD is for everyone, but especially for leaders and managers
- Leadership and management strategy (due late 2008) – an updating of the original 2004 overview and rationale for leadership and management emphasis in social care
- Guide to evaluating leadership & management development (2nd ed, 2006) - how to find out if it is working properly for you

### Specifically, leaders and managers need to:

- have a clear vision and be committed to making a positive difference
- work to achieve positive outcomes for people who use services within the context of personalised adult social care
- ensure equality, safety and protection from abuse for staff and people who use services
- address instances of violence against staff and people who use services effectively
- challenge discrimination and harassment in employment practice and service provision
- listen and respond positively to the views of people who use services, carers and staff
- enable staff and people who use services to develop the services people want
- promote and achieve service aims, objectives and goals
- comply with the General Social Care Council's *Codes of Practice*, relevant legislation and agency policies
- develop partnerships and effective joint and integrated working practices
- manage resources and budgets effectively
- manage change effectively
- manage conflicts and risk effectively
- inspire staff
- value people and actively develop talent and potential
- provide effective induction, supervision, performance management and an environment to develop reflective practice, professional skills and the ability to make judgements
- take responsibility for the continuing professional development of themselves and others.

<sup>1</sup> *Common Core Principles to Support Self-Care*, Skills for Care and Skills for Health, 2008, [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

<sup>2</sup> *Putting People First*, Department of Health, 2007, [www.dh.gov.uk](http://www.dh.gov.uk)



## appendix 2

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### leadership and management development implications for all employers

Good employers ensure their services are fit for purpose and geared to delivering positive outcomes for the people who use them. They also get the very best out of their managers and staff, develop highly motivated individuals and teams, secure low staff turnover rates and create working environments that the best staff want to become part of and stay in.

There is therefore a clear business case for investment in leadership and management development, so that all managers acquire the necessary knowledge, skills and understanding. Such an investment is not an unaffordable luxury but an essential prerequisite for providing quality services.

Employers need to ensure that policies and systems are in place to deliver effective ongoing development of all managers. The specific responsibility for making this happen will normally rest with the manager of each individual manager, who will need to be able to access a wide range of resources, as available locally.

In summary, employers need to have in place:

- a clear management development policy
- a clear supervision policy
- resources committed to support activity
- continuing professional development planning, preferably integrated into performance management and review arrangements and including activity that will equip managers to play their full part in service transformation
- effective induction arrangements for new managers, including ways of ensuring assessors of new managers are prepared for that role
- arrangements for accessing appropriate

management training and qualification opportunities

- other development opportunities such as shadowing, mentor schemes, peer support and action learning sets, possibly provided in collaboration with other employers
- development opportunities that address identified gaps in knowledge, skills or understanding; organisations may wish to consider using the new manager induction standards as a benchmark for existing managers to help identify gaps
- development opportunities available for managers at all levels, from first line supervisors through to senior managers
- a strong lead and personal example from senior managers.

## appendix 3

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### additional implications for local authorities and directors of adult social services

Local authorities are in a unique position in that they both provide social care services and also commission and contract services from a wide range of social care organisations.

The new arrangements for Area Based Grants, linked to Local Area Agreements, create new expectations and opportunities for local authorities to support leadership and management development across and beyond social care services. There is a clear expectation that the Director of Adult Social Services has responsibility for workforce development across all adult social care services within their area, with resources available to support this.

In its leadership role, the local authority is in a good position to co-ordinate joint initiatives across a range of training, workforce development and wider human resource activity, including that aimed at leaders and managers.

One issue for local authorities to consider is how they ensure a fit with any corporate leadership and management development programmes they have in place, so that individuals meet both the expectations of the authority and the need to support integrated social care services.

There will be particular value in local authorities supporting both learning opportunities that equip managers from all sectors to meet their current responsibilities and that help managers understand, prepare for and manage changes that support national and local priorities.

Finally local authorities should set clear expectations about standards for leadership and management development and wider workforce development in the organisations from which they commission services.

## appendix 4

Update on the development/implementation of the recommendations of the original Skills for Care Leadership & Management strategy

Implementation of recommendations		
Project recommendations	Outcomes & achievements	Future work
<p><b>Recommendation 1</b> Publish and disseminate the statement for a leadership and management strategy for social care</p>	<p>Completed – statement included with employer resource guide.</p>	<p>Disseminate the new statement as part of the dissemination of the revised strategy and other products</p>
<p><b>Recommendation 2</b> Skills for Care Workforce Intelligence Unit should take the lead role in categorising managers, classifying qualifications and gathering data on types of manager, their diversity and the qualifications they hold, as part of the National Minimum Data Set.</p>	<p>NMDS to collect this data NMDS Briefing No. 4 (2007) provided analysis on registered managers qualification achievements</p>	<p>NMDS to continue gathering data on management qualifications</p>
<p><b>Recommendation 3</b> Develop and agree the draft unit on supervision, both as a unit of competence and a national occupational standard (product 6). It could become part of a core set of competencies for managers in a range of related sectors.</p>	<p>Providing Effective Supervision was launched in 2007 and it has been very well received by the sector. This product was developed with the Children's Workforce Development Council.</p>	<p>Dissemination and promotion of the product to continue nationally and regionally</p>
<p><b>Recommendation 4</b> Publish and disseminate the whole systems model guidance</p>	<p>Completed Whole systems model is included with the employer resource pack.</p>	<p>Promotion of the model as part of the dissemination of the strategy. Work particularly focused on the private and voluntary sectors to aid the development of effective HR L&amp;M systems and practice</p>
<p><b>Recommendation 5</b> All managers should have their own person management specification and this requirement should be included within National Minimum Standards.</p>	<p>Delay in the revision of National Minimum Standards has made it difficult to progress this recommendation</p>	

<p><b>Recommendation 6</b> Develop the map of competences into an electronic database</p>	<p>The map is included with the employer resource pack.</p>	
<p><b>Recommendation 7</b> All managers should have access to induction into management and between levels of management using appropriate competences for their job roles.</p>	<p>The Management Induction Standards were launched in September 2008. The standards and accompanying guidance were delayed to take account of the new leadership and management in social care occupational standards.</p>	<p>National and regional promotion and dissemination of the standards and guidance</p>
<p><b>Recommendation 8</b> Consider options to develop a set of core competences for top managers.</p>	<p>Initial work with SCIE to link this to their leaders in social care programme.</p>	<p>SfC is working with SCIE and ADASS to develop a set of competences for directors of adult social services</p>
<p><b>Recommendation 9</b> All first line managers who do not have a relevant management qualification and are not covered by the Registered Manager Awards should be registered for agreed management qualifications.</p>	<p>Work was included in the Options for Excellence review (DH/DfES 2006), and will be included in the SQS framework</p>	<p>Further work is required to define and agree appropriate qualifications and effective implementation mechanisms. To be linked to SQS and QCF. Linked to work on the development of a Skills Academy</p>
<p><b>Recommendation 10</b> Develop an electronic version of the CPD guidance with associated forms.</p>	<p>included with the employer resource pack and is available for downloading from the Skills for Care website.</p>	
<p><b>Recommendation 11</b> Test out the evaluation guide in a range of agencies and develop case study materials</p>	<p>Completed Evaluation guide has been revised as a result of field testing with 5 agencies, who have all endorsed the product.</p>	<p>National and regional dissemination with the revised strategy and products to promote the tool.</p>
<p><b>Recommendation 12</b> Develop national signposting system in partnership with other agencies. Disseminate an electronic version of the exemplar of national signposting links through the Topss England (now SfC) and related websites</p>	<p>The exemplar of national signposting links is downloadable from the website in electronic form. A copy of the product is included in the resource pack. Scoping work has been completed to specify website and database requirements and develop an initial prototype.</p>	<p>This work now to be linked to the development of the Skills Academy</p>

<p><b>Recommendation 13</b> National bodies should work through a strategic committee to implement the strategy and develop a co-ordinated and consistent approach to:</p> <ul style="list-style-type: none"> <li>■ agree funding</li> <li>■ develop learning resources</li> <li>■ apply national occupational standards for leadership and management development and qualifications</li> <li>■ develop regional resources such as learning resource networks</li> <li>■ research into best practice</li> <li>■ review and update the strategy and products.</li> </ul>	<p>Leadership &amp; Management Strategy Committee was set up to oversee the strategy and its implementation, including representation from key national stakeholders. This committee has now been subsumed into the Workforce Strategy sub-committee.</p>	<p>The Workforce Strategy sub-committee to oversee the development and implementation of the revised strategy and products.</p>
<p><b>Recommendation 14</b> Consult with service users and carers on options to develop competences to underpin support and learning for service users and carers managing services.</p>		<p>SfC published research on the Employment Aspects and Workforce Implications of Direct Payments to explore numbers and types of workers employed, terms of employment, recruitment and retention, and satisfaction with workers, recipients' employees current and previous employment, qualifications, training, career development and commitment. <i>Products to be developed may include:</i></p> <ul style="list-style-type: none"> <li>■ guidance for commissioning</li> <li>■ managing PAs</li> <li>■ managing services</li> </ul>
<p><b>Recommendation 15</b> Design and launch an employer implementation pack</p>	<p>Completed Initial pack was launched at the National Social Services Conference in October 2004, and a revised one in October 2006.</p>	<p>National and regional promotion and dissemination of the revised strategy and all its products</p>
<p><b>Recommendation 16</b> Agree responsibilities and timescales for implementation of the strategy</p>	<p>Completed Leadership &amp; Management Strategy Committee took responsibility for this.</p>	<p>The Workforce Strategy sub-committee to oversee the ongoing implementation of the strategy and products</p>

## appendix 5

### leadership and management products and resources

The table below lists the products developed so far. Unless otherwise indicated the products are the original 2004 versions. All products can be downloaded from [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) unless they are priced items, which can be ordered from [www.skillsforcarepublications.org.uk](http://www.skillsforcarepublications.org.uk)

<b>Products and Resources</b>			
<b>Product</b>	<b>Product name</b>	<b>Description</b>	<b>Useful to</b>
1	Statement of what leaders and managers in adult social care do	Useful summary of what leaders and managers in social care do. (Revised Sep 2008, see appendix 1 above.)	Employers Individuals
2	Whole Systems Model for Leadership and Management	The model provides a helpful overview of an integrated approach to leadership and management. It includes the person management specification. This is overall competence profile which is: <ul style="list-style-type: none"> <li>■ related to job role of that level and type of manager</li> <li>■ related to individual leadership and management role in the organisation.</li> </ul>	Employers Workforce Development Managers
3	Mapping of Competences (revised October 2005)	This is a comprehensive map of relevant leadership and management competences, classified as generic, specialist and partnership. It includes the national management and leadership standards. The next revision needs to include the new SfC&D RMA leadership and management NOS. However it is now out of date.	Now out of date
4	National Signposting Links	This is an easy to search guide to a range of useful national contact points. It is best used as an electronic document as it contains clickable weblinks. However it is now out of date.	This is now out of date

5	Continuing Professional Development for Leaders and Managers in Social Care	This is a helpful guide to CPD with a range of useful audit tools. This has now been superseded by Skills for Care's broader CPD strategy, but contains forms that will be useful in CPD planning.	CPD guidance for managers is still one of the range of products originally developed
Replaces product 6	<i>Providing Effective Supervision</i> (published July 2007, replacing draft version) Free web edition and priced print edition.	The supervision unit of competence can be used: <ul style="list-style-type: none"> <li>■ as a standard of good practice</li> <li>■ for planning effective supervision</li> <li>■ as a guide to policy development</li> <li>■ as a guide to learning needs. Includes supporting guidance, templates and examples that can be adapted as required.</li> </ul>	Employers Individual Managers and Staff Workforce Development Professionals
7	A Guide to the Evaluation of Leadership and Management Development	A handy guide to evaluation, not just useful for leadership and management, but can be applied more widely. The guide includes audit tools.	Workforce Development Professionals
(No product number)	Managers' Induction Standards and supporting guidance <b>(NEW)</b>	Sets out what a new manager needs to know, understand and be able to do in the first six months. Print editions include fuller supporting guidance and a planning and recording tool. Free web edition and two priced print editions, for new managers and for their managers/mentors respectively.	Employers Individual Managers Workforce Development Professionals Training Providers
(No product number)	Guide to leadership and management development for small and medium-sized enterprises in adult social care <b>(NEW)</b>	Provides specific guidance on how SMEs can develop and implement leadership and management development strategies. Free web summary (2pp) or priced print booklet (12pp).	SMEs Individual leaders and managers in SMEs

## references

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The **Skills for Care Leadership and Management Strategy Update** refreshes and extends the scope of the original strategy published in 2004. Much has changed since the original strategy document and supporting products were launched but the crucial role of effective leadership and management in delivering quality services and positive outcomes for those who use services remains central and now has an even higher profile.

The shared vision for adult social care as set out in *Putting People First* (DH 2007) will be realised only if there is effective leadership and management, both of current services and in the wider transformation that is now required. Social care agencies therefore need to ensure that their leaders and managers are competent and confident to meet both their current operational responsibilities and the challenges of evolving services.

Key developments include the greater emphasis on entrepreneurial skills and the integrated delivery and personalised services. New types of employers and new types of manager are emerging, including people who manage their own services and budgets.

This update reviews progress made in implementing the original strategy and then explains and reflects on the various developments that impact on the way adult social care services need to be led and managed. There is an updated statement on what leaders and managers in adult social care do and specific guidance as to what employers need to do to meet their responsibilities, together with the business case for investing in leadership and management development. Finally there is an outline of Skills for Care's plans to support future developments, including its contribution to the proposed Skills Academy.

The Skills for Care leadership and management products that support the strategy provide essential tools for employers and individuals to use in providing high quality leadership and management. *Providing Effective Supervision* has received much positive comment since it was launched as the first of our new products in July 2007 and we have recently launched two further publications: the 'Guide to leadership and management development for small and medium-sized enterprises in adult social care' and the new 'Adult Social Care Manager Induction Standards with supporting guidance'. These products provide essentially practical advice and tools for both organisations and individuals.

The Skills for Care Workforce Strategy sub-committee, with its broad membership, has overseen the implementation and further development of the leadership and management strategy. David Leay has researched and written the update and the work has been managed for Skills for Care by Maria Lagos, Head of Policy.

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