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Department for  
**Employment  
and Learning**  
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# Leading... to success

MANAGEMENT AND LEADERSHIP  
DEVELOPMENT STRATEGY AND  
IMPLEMENTATION PLAN

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**THE MANAGEMENT AND LEADERSHIP  
DEVELOPMENT STRATEGY**

**A PROGRAMME FOR IMPLEMENTATION**



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**By Sir Reg EMPey MLA**  
**Minister for Employment and Learning**

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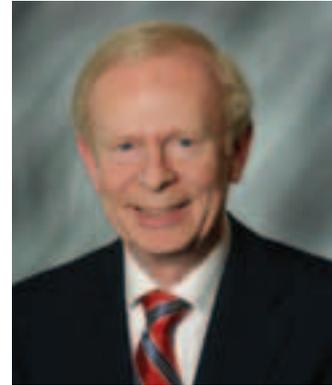
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## FOREWORD

### Leaders are made - not born

Today's business environment is becoming ever more challenging for managers. The complexity of the work has increased significantly with the development of sophisticated business models, increased competitive pressures and the relentless march of technology. On the other hand, the timescales within which managers must analyse situations, make decisions and act upon them are becoming shorter.



The importance of good management and leadership skills to the future development of our economy cannot be overstated. As Northern Ireland strives to develop as an internationally competitive, knowledge-based economy we must develop the management skills necessary to support that growth. That is why my Department has placed management and leadership development at the heart of the **Skills Strategy for Northern Ireland - "Success through Skills"**

The consultation document "**Leading...the way**", prepared in partnership by the Department, the Management and Leadership Network (MLN) and others across the private, public and voluntary sectors, was launched by Angela Smith, at the Skills Conference last February. The aim was to help to develop a coherent and cohesive strategy for future management development in Northern Ireland and the feedback received by the Department has helped to map the way forward.

Development activity has, in the past, been undertaken by leading-edge organisations in an implicit belief that it is beneficial. However, the emerging empirical evidence shows clear links between organisational performance and investment in management development. A recent report published by the Chartered Management Institute showed that when management and leadership development is linked to specific skills that address business needs, productivity climbs. Increasingly, the old adage that "leaders are born, not made", is being challenged by the facts. In addition, the adoption of quality management standards such as Investors in People (IIP) provides a catalyst to embed systems that can be demonstrated to have a positive financial impact on business performance.

I am committed to developing a new approach to management development in Northern Ireland based on a clear articulation of business needs, where private enterprise will seek to encourage action-oriented training that will emphasise practical skills and mentoring but be flexible in its delivery methods.

For its part, business in Northern Ireland needs to recognise the importance of, and assume more responsibility for, building management capabilities within the overall context of good business planning.

I would like to express my personal thanks to the Management and Leadership Network, the Local Government Staff Commission, the Northern Ireland Council for Voluntary Action, Invest NI and the Department for Finance and Personnel for their contributions to the development of this strategy. Working together we can ensure that Northern Ireland has the managers and leaders it needs to fulfil its ambitions. I hope that you will make the commitment to become fully involved in the implementation plan outlined in this document and play your part in ensuring our managers are empowered to be the leaders they can be - therein lies future progress.

**Sir Reg Empey MLA**

# 1. INTRODUCTION

- 1.1 To lead the way to success requires a complex international and fundamental set of actions and behaviours. In the words of Peter Drucker, “Leaders do the right things; managers do things right”. To paraphrase Warren Bennis, the difference between them is that leaders are inspiring visionaries, concerned about substance, and managers are planners, concerned with process.
- 1.2 In other words, leadership - doing the right things - is deciding on the best course of action to take in a given situation. The act of management then follows by addressing the objectives and outlining the best way to achieve them. However, the two concepts are so closely interlinked as to be almost interchangeable. Management skills are based on leadership behaviour. But skills alone do not make leaders - style and behaviour do. Even if leadership is different to management, leadership relies heavily on management skills. To be fully effective leaders must use some management skills, and managers must use some leadership skills. But understanding the relationship between them and working within the overall framework is what makes the workplace, as a whole, a lot more productive.
- 1.3 The Department for Employment and Learning’s “**Success through Skills**”, The Skills Strategy for Northern Ireland - A Programme for Implementation, was launched at the Northern Ireland Skills Conference in February 2006. Management and leadership skills were identified as a priority issue and a key recommendation was the development of a comprehensive strategy for Northern Ireland in partnership with the Management and Leadership Network and other stakeholders.
- 1.4 The Management and Leadership Network (MLN) brought together a steering group drawn from senior representatives from the Private, Public and Community and Voluntary sectors to create a cohesive and comprehensive approach to building world class management and leadership capabilities aligned to the vision for Northern Ireland to drive economic and social progress. That work resulted in the publication of the discussion document “**Leading...the way**”, which was also launched for consultation at the Skills Conference in February. Among the key cross sectoral challenges emerging from that analysis were:

- **a lack of engagement** - including insufficient involvement and investment in building management and leadership capabilities;
- **inward looking mindset** - the low risk mentality which dominates all sectors;
- **low skills expectations** - that managers do not see the link between personal growth and organisational performance;
- **a lack of investment** - “if we train them, we’ll lose them”;
- **too few mentors** - there is plenty of raw talent but few developed to reach full potential; and
- **silos mentalities** - the lack of interchange between sectors.

1.5 **“Leading...the way”** attracted 45 detailed responses from a wide range of organisations from both the demand and supply sides, representing a high proportion of those involved in the development of management and leadership, (Annex C). The consultation process endorsed the need for a strategic approach to management and leadership development and confirmed widespread support for comprehensive change. Some of the key responses are outlined below:

- there was general acceptance that management and leadership development needs and solutions are common to all sectors;
- that Sector Skills Councils are well placed to liaise with the provider community in pursuit of increasingly flexible development solutions;
- that the challenge for the management and leadership strategy is to integrate and embrace current work by a wide and diverse range of stakeholders;
- of the importance of targeting managers of the future by encouraging employers to further engage with young people to deliver real benefit in terms of nurturing future leaders;
- that there is a growing professionalism in the Community and Voluntary sector, evident through best practice standards and business frameworks;
- that the management and leadership targets proposed in the discussion document should not become an additional superimposed driver for sectors;
- that training providers should align and benchmark themselves against international parameters in ensuring they remain world class;

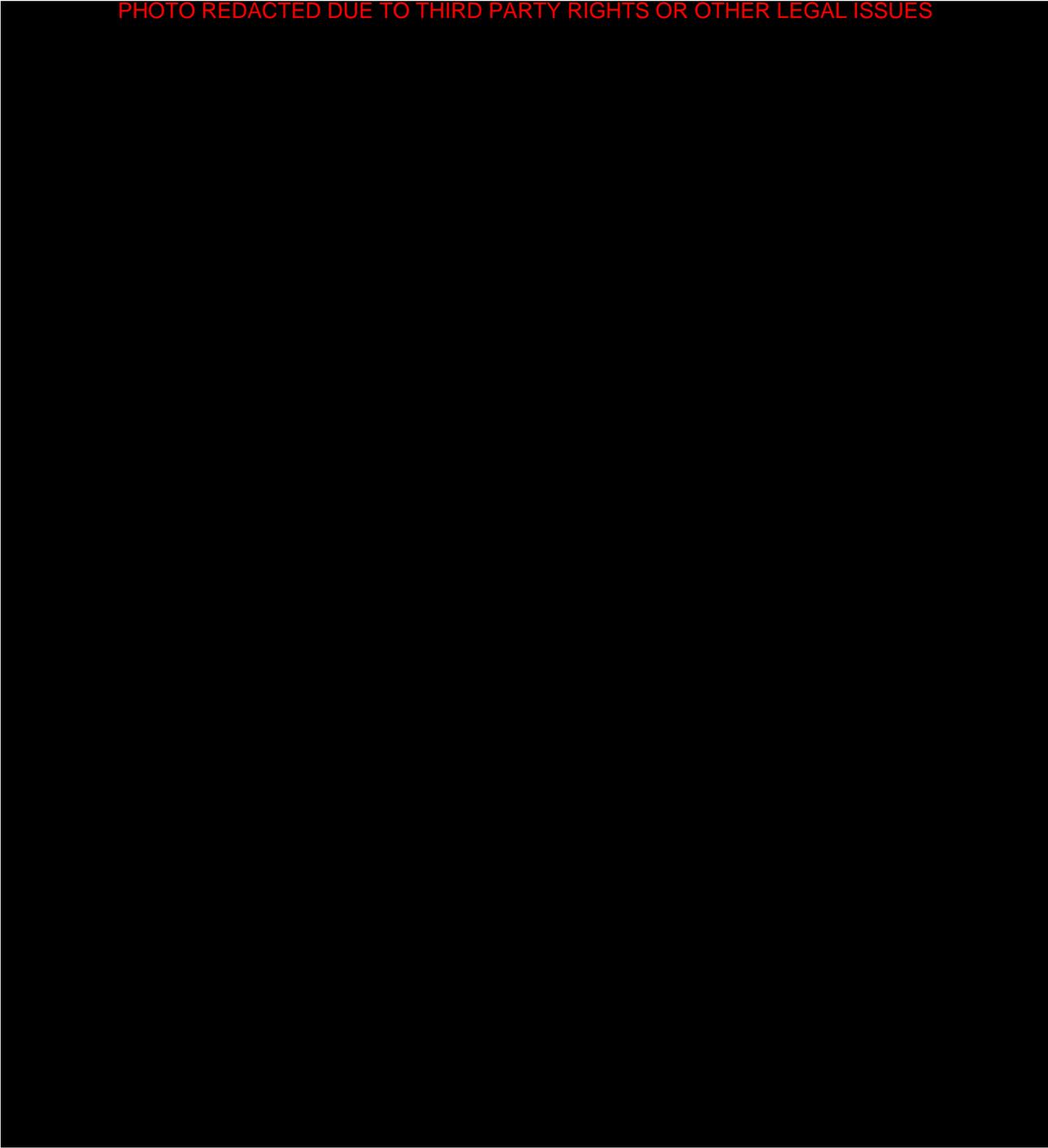
- that there is a need to distinguish clearly between Management Education, Management Training and Management Development and in turn, to distinguish clearly between providers of these three different but related services;
- that linking training provision to the National Occupational Standards is the right balance; there was, however, resistance to mandatory alignment;
- of a need to identify and tackle causes of micro businesses not getting engaged in management & leadership development.

A summary of consultation responses has been published on the Department's website at [www.delni.gov.uk](http://www.delni.gov.uk).

- 1.6 Using the results of both the cross sectoral consultation work contained in **Leading...the way**, and the responses received from across all sectors and stakeholders, the Department has developed a new comprehensive Management and Leadership Strategy. This document outlines the challenge, articulates a vision for the future and maps the actions required to deliver it. It draws together a number of existing major strategies and related strands of work so that new actions may be developed and implemented in a coordinated way.
- 1.7 Regardless of sector, there is recognition of the need for increased innovation, creativity and entrepreneurship in Northern Ireland. Therefore, the Strategy will be delivered as an integral part of **Success through Skills**, but will be intrinsically connected to the key policy drivers across the Private, Public and Community and Voluntary sectors. The Strategy will seek to align with these agendas as they are described in such policy documents as **Positive Steps** (Voluntary and Community sector), **Fit for Purpose** (Public Sector), **Accelerating Entrepreneurship** (Private Sector), and **FE Means Business** (Education).
- 1.8 Recognising that Northern Ireland is a relatively small region with real opportunities for collaborative synergies and the transfer of management skills between sectors, the Department believes that there is much to be gained from a cohesive and comprehensive approach aimed at enhancing both the quality and quantity of excellent managers and leaders in all sectors.

- 1.9 As with **Success through Skills**, partnership is the key. Government has its role to play, but the acquisition of higher level skills is also the responsibility of the employer and the individual. The Department will take forward the proposals contained in this document in partnership with employers and their representative bodies, individuals and trade unions, training and education providers, the Voluntary and Community sector, and other Government Departments and Agencies in order to deliver the longer-term vision. Success will depend on cooperation between Government, employers, individuals and social partners; and a shared vision of what together we can achieve.

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## 2. THE CHALLENGE

- 2.1 The need for world-class management and leadership in business is not a new issue, but it is becoming an increasingly more critical issue. Northern Ireland's economic productivity already lags behind the rest of the United Kingdom (UK), which in turn suffers from a 30% productivity gap with parts of Europe and the United States of America (USA), at a cost of £88bn per year<sup>1</sup> or 85 working days lost for each person in the workforce. Up to half<sup>2</sup> of that productivity gap is attributable to how overseas competitors deploy resources within their businesses. The management practices adopted in the UK<sup>3</sup> in the deployment of resources accounts for a large measure of the existing productivity gaps.
- 2.2 **Working Futures 2004 - 2014<sup>4</sup>** identified 4.6 million managers in the UK, which at 15.3% of the working population makes it the largest occupational group in the economy. Yet over 36% of all employers currently identify critical skills gaps in the proficiency of their managers.
- 2.3 Britain suffers from a high rate of small and medium sized enterprise (SME) business failures - 37.5% in the first three years - six out of ten of those failures are attributable to poor management<sup>5</sup> of the enterprise. This is supported by an Organisation for Economic Co-operation and Development (OECD)<sup>6</sup> finding in 2003 that participation in formal management training and development cuts SME failure rates by more than half; from one in three to around one in ten where management training is undertaken.
- 2.4 Forty one percent of Britain's managers across all sectors hold less than a level 2 qualification and less than 20% of the UK's managers hold any management related qualification. Furthermore, UK business invests £1,072 per in-service manager per year on management development, compared to £2,929 in Germany and an average of £1,832 for the all of the European Union<sup>7</sup>.

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1 Proudfoot Consulting

2 Centre for Economic Performance

3 Bloom et al, *Management Practices Across Firms and Nations* (2005)

4 Institute for Employment Research, University of Warwick / SSDA (2006)

5 Association of Business Recovery Professionals

6 OECD – *Management Training in SMEs* (2003)

7 *Prosperity For All In The Global Economy, Leitch Review of Skills* (2006)

- 2.5 Looking ahead, it is clear that the need for better management and enhanced leadership capabilities will only increase in the future. Managers are under growing competitive pressures to reduce costs and improve profitability, while at the same time new business models, flatter management structures, international compliance and globalisation issues place greater emphasis on leadership abilities.
- 2.6 Deficiencies in management and leadership skills are a significant challenge facing the Northern Ireland economy, although there are no shortage of management qualifications and learning opportunities. Feedback from the consultation indicates that the supply is of mixed quality, is often inflexible and may lack applicability in the workplace. The options are often confusing to the end-user and programmes may not be customised sufficiently to meet the needs of individual organisations and managers.
- 2.7 The consultation process has demonstrated that there is an unclear and unfocused demand for management and leadership development in Northern Ireland. The demand side indicates a general dissatisfaction with the current provision and its outcomes, but without sending any clear signals as to what should change. It is also clear that there is a sizeable latent demand for management and leadership development that has, so far, remained untouched by any Government or supply-side interventions - particularly in the private sector. SMEs provide two-thirds of all private sector employment and account for c.35% of Northern Ireland's management population, yet there is relatively little engagement between owner-managers and management development.
- 2.8 Significant sums of public and private sector money have been spent on management and leadership development over the years, yet the productivity gap remains and the general quality of management and leadership locally continues to be regarded as a problem by all economic commentators. The return on that investment has clearly not been as good as it could, or should, have been.
- 2.9 As currently constituted, the system for management and leadership development in Northern Ireland is dysfunctional. It requires a variety of new interventions to enable the demand and supply process to connect better.

### 3. THE VISION FOR MANAGEMENT AND LEADERSHIP DEVELOPMENT

- 3.1 The **Northern Ireland Economic Vision**, published in 2005, laid out the desired future economic direction for Northern Ireland. Key among its recommendations was the requirement to raise productivity levels, leading to increased competitiveness, sales, profits and in turn employment growth. A key component of any increase in productivity will be a competent cadre of well-trained and experienced managers and business leaders. By tackling the management and leadership deficit with vigour the doors to increased productivity will be unlocked, the benefits of innovation will be maximised, advantages from technological change will be exploited fully and the conditions for a radical transformation in the economy will be created.
- 3.2 The Northern Ireland Public Sector vision, as published in **Fit for Purpose** in 2004, is focussed on the delivery of modern accessible and customer oriented set of public services that will be delivered by a professional, well trained and well led staff. In the Review of Public Administration (RPA) 'Capacity Building' programme, the development of management and leadership skills has been identified as a major issue for the successful delivery of RPA - across both Central and Local Government.
- 3.3 The achievement of a strong voluntary and community sector capable of building equality, community cohesion and increased opportunities for all, as outlined in **Positive Steps**, will be heavily dependent on the abilities of the local managers on the ground to deliver against these demanding objectives.
- 3.4 The vision contained in **Success through Skills** is that *by 2015 Northern Ireland will be a leader in developing and deploying management and leadership capabilities fit for 21st century challenges*. Across all sectors of the economy individual managers will have the knowledge, skills and understanding to enable them to recognise and grasp opportunities and innovations in rapidly changing world markets. They will embrace and exploit profitably the challenges presented by changing communication, social and environmental conditions. Through powerful strategic partnerships in the demand and supply equation, a considerable resource for developing and sustaining managers and leaders will enable the Northern Ireland economy to compete at world-class levels.

3.5 The existing managers and business leaders need to be encouraged, and those who are currently underperforming should be supported, to use the new opportunities that will be available to become highly professional managers. Through **Success through Skills** and other initiatives;

- organisations will be supported to develop their management and leadership skills so that they can move up the value chain; and
- the standards of education and training will be raised to ensure that the correct products and services are in place to guarantee the supply of competent managers and visionary business leaders in the future.

3.6 Northern Ireland faces a significant challenge to improve the standards of management and leadership so that productivity and competitiveness are raised and Northern Ireland's place in a global marketplace is secured.

3.7 The objective of this strategy and implementation plan is to improve the managerial performance across all sectors in Northern Ireland by increasing the number and effectiveness of management development activities. Ideally the end result should be that every senior manager, in every sector, should be able to:

- identify their own management development needs, and that of their staff, linked to the achievement of corporate objectives;
- be able to find and purchase a high quality training solution at a reasonable price;
- have opportunities to learn from peers through a mix of formal and informal development opportunities.

## 4. A PROGRAMME FOR IMPLEMENTATION

4.1 In order to deliver this ambitious vision, a programme of implementation has been developed which takes account of the advice and feedback received in the consultation exercise.

### Scope and Timescale

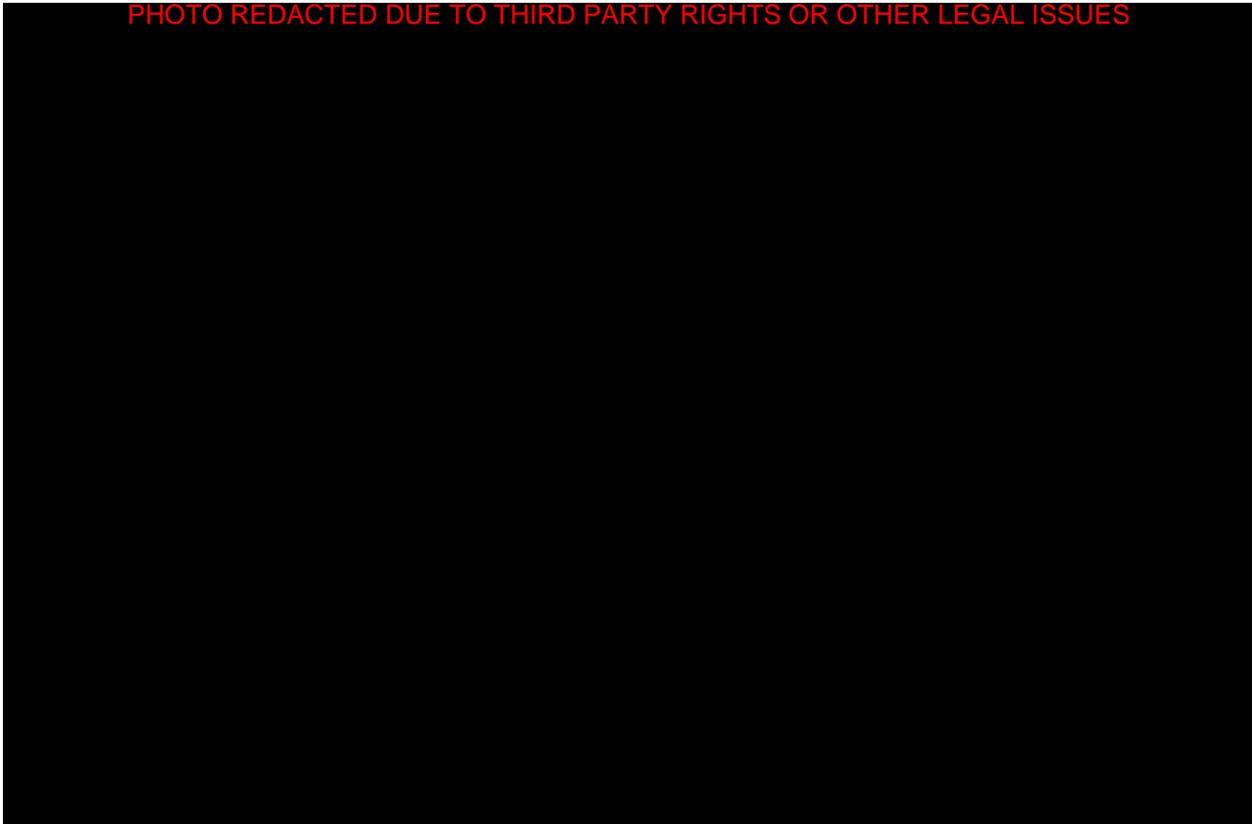
4.2 The Management and Leadership Development Strategy implementation plan will operate across a number of Departments, divisions, agencies and employer representative bodies. Its success

will depend on the effective coordination of a large number of existing and new actions within the overall ambit of **Success through Skills**. Although this envisages a 10 year timeframe for its full effects to be realised, the focus for its delivery and that of the Management and Leadership Strategy will initially be three years, when the plans will be reviewed and renewed as required to meet the needs of the economy at that time.

## Components

- 4.3 The component strands of the Strategy will be mapped against the four key themes within **Success through Skills** to underpin the vision. These themes are:
- understanding the demand,
  - improving the skills levels,
  - improving the quality and relevance of current provision,
  - tackling the barriers to involvement and investment.
- 4.4 Key Actions are set out in respect of each initiative, with a more detailed summary of key milestones contained in Appendix B.

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## THEME 1

### 4.5 UNDERSTANDING THE DEMAND FOR MANAGEMENT AND LEADERSHIP DEVELOPMENT

4.5.1 Accurate information about the nature and scale of the demand for management and leadership development opportunities in Northern Ireland is essential in devising strategies and action plans to bring about significant change. Information must be accurate, timely and matched with the economic priorities for Northern Ireland to determine the need, focus and level of the Government intervention required. Additionally, a clear understanding of the relationships between the demand side (employers and managers) and the supply side (education and training providers) is critical to stimulating greater engagement and investment in skills development.

4.5.2 The central tenet of **Success through Skills** is that it must be driven by the needs of employers and the economy. Unfortunately historical experience has demonstrated that the demand side has not been specific in its demands for management development and therefore the supply side has largely had to set the agenda.

4.5.3 **Success through Skills** has identified a number of major projects that will help to improve the quality of labour market information available and will provide a comprehensive analysis of employers' skills needs, through the Sector Skills Councils (SSCs), across twenty-five separate sectors of the economy. Theme One of this strategy groups together those actions that will engage with employers and others to improve the future planning and delivery of the required management and leadership development opportunities.

### Sector Skills Agreements

4.5.4 One of the largest and most comprehensive skills demand and supply analysis projects for many years is taking place currently, across 25 separate sectors of the economy. These will form the core evidence for future Sector Skills Agreements. The Sector Skills Development Agency (SSDA) should ensure that SSCs critically review and address the specific management and leadership needs of the individual sectors when setting out their ambitions in Sector Skills Agreements.

Key Action 1: Management and Leadership needs of individual sectors to be formally addressed in all Sector Skills Agreements by March 2008

## Sectoral Baselines and Actions

4.5.5 In common with the SSDA, the Department considers management and leadership development to be a cross cutting theme common to all sectors. However, it is recognised that some sectors will have more developed and mature strategies in place to address identified management development needs, and that there is scope for sectors to learn from each other. MLN will collaborate with Skills for Business Network to analyse critically the relevant data gathered within the Sector Skills Agreement research programmes to identify common management and leadership development needs and to establish baselines for each sector against which future progress can be measured.

Key Action 2: Baseline analysis to be completed by March 2008.

## Regional Employment and Skills Action Plan

4.5.6 A key project within **Success through Skills** will facilitate the development and maintenance of a Regional Employment and Skills Action Plan that will recognise and articulate skills needs at local and regional levels. The Skills Expert Group at regional level and the six Workforce Development Forums at sub-regional and local level, will ensure that Northern Ireland's management and leadership needs at local and regional level are addressed fully in the Regional Employment and Skills Action Plan.

Key Action 3: Management and Leadership Development needs to be addressed in the Regional Employment and Skills Action Plan.

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## THEME 2

### 4.6 IMPROVING THE SKILLS LEVELS OF MANAGERS AND LEADERS

4.6.1 Improving the skills levels of managers in Northern Ireland is a high priority for government and should also be a high priority for business. High level skills are vital for strong economic growth. For example, an increase of one percentage point in the proportion of the workforce at Level 4 leads to an increase in productivity of 0.5 per cent, of which only 0.075 per cent may go in earnings to the individual; the remainder will accrue to the sector and the employer. By contrast, increasing the proportion with level 2 qualifications by one per cent increases productivity by around 0.25 per cent, of which about half accrues to the individuals in additional wages<sup>8</sup>.

4.6.2 Clearly the multiplier effect of expenditure on higher level management skills renders a much greater proportionate return to the economy. A related, but perhaps less expected, benefit of management development training was demonstrated in the 2003 OECD Report. Among its findings it noted that the personal involvement of an organisation's principal in management development is an important factor influencing the learning opportunities made available to the organisation's other employees.

4.6.3 In 2005, MLN produced a comprehensive report<sup>9</sup> that summarised the findings from a number of research projects on management and leadership in Northern Ireland. It provided valuable insights into the specific nature of the problems and offered a number of potential solutions. It argued strongly in favour of a more cohesive approach which would provide for stronger interrelationships and promote a culture of interdependency. It also highlighted the predominance, and importance, of SME businesses in the private and voluntary and community sectors, and recommended a strongly focussed, pragmatic approach to development through mentoring and coaching.

4.6.4 Lest the point should be lost in a critical analysis, it should be remembered that Northern Ireland has many managers and leaders who are innovative, creative, visionary and inspirational, and who already operate at world class standards. This resource needs to be capitalised on, therefore it is a central tenet of **Success through Skills** that the up-skilling of the workforce must be employer-led if it is

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8 Source: DfES, 2002

9 MLN – Helping Smaller Businesses Increase Productivity and Wealth.

to be relevant to the needs of business. This includes managers and leaders. It makes sound business sense for employers to accept responsibility for their development. All businesses benefit from an economy that is replete with a vibrant and dynamic pool of business managers and leaders.

## Employer Forum Networks

- 4.6.5 It is recognised increasingly that business networks and peer-to-peer learning opportunities have an important role to play in increasing the penetration of management development. A focus on experiential learning connected to real, on-the-job experiences helps to develop a learning culture.<sup>10</sup> It is also important for managers, particularly in smaller organisations, to be able to access development locally and at times that suit their business commitments.
- 4.6.6 MLN is well placed to lead in the creation of networks of employer forums so that best practice in management and leadership is shared collectively for the benefit of all. The support available through these networks should include mentoring, informal learning groups and access to internal management programmes. A concerted and coordinated campaign is needed to promote management and leadership development, along with providing guidance and signposting particularly in the SME sector. Groups of employers have a key role to play here in promoting engagement amongst their peers, providing exemplars and supporting local networks.
- 4.6.7 The Northern Ireland Civil Service's Centre for Applied Learning (CAL) has been established recently to provide generic training, under a Shared Service Centre arrangement, to the Departments and their Agencies. As part of its internal measurement CAL will be keen to work with the private and voluntary sectors to benchmark the quality of its services and to consider where CAL might establish partnerships with these sectors to enhance the delivery of high quality leadership and management training
- 4.6.8 The development of employer forums will be linked closely to the analysis contained in the Sector Skills Agreements and will roll out in tandem with the delivery of SSAs.

**Key Action 4: MLN to have established 10 cross-sectoral and geographically-spread employer forums across Northern Ireland by March 2009**

<sup>10</sup> *Management Development Works: The Evidence. Dr Chris Maybe CMI (2005)*

## Voluntary and Community Sector

- 4.6.9 Within the Voluntary and Community Sector, the Northern Ireland Council for Voluntary Action (NICVA), as the umbrella body for the sector, is recognised as the lead organisation to co-ordinate and develop sector strategies.
- 4.6.10 NICVA's key aim is to promote skills development and good employment practice to support the recruitment, retention and development of staff, volunteers, trustees and board members. This requires effective working relationships between the Skills for Business Network and UK voluntary and community sector partner organisations.
- 4.6.11 NICVA is the Northern Ireland partner on the recently established UK Voluntary Sector Workforce Development hub, in association with its sister Councils in England, Scotland and Wales. The hub is a one-stop-shop for skills and good employment practice, providing access to a range of resources for stakeholders including trustees, SSCs and small/medium voluntary and community organisations.

Key Action 5: NICVA, and its partner organisations, to develop a range of policies, programmes and resources to support management development in voluntary and community organisations by March 2008.

## Public Sector

- 4.6.12 The Review of Public Administration (RPA) is much more than a programme of restructuring or rationalisation. This programme will require a complete change of culture for the public sector, from what is perceived by many to be a huge bureaucracy, to a more streamlined, responsive network of bodies that are organised around the needs of users. To enable this huge programme of change and deliver the world class vision of public services in Northern Ireland, a fundamental review of the skills and competences of Central and Local Government employees is necessary.
- 4.6.13 Management and leadership development policy and activities in local government are coordinated and led by the Local Government Staff Commission for Northern Ireland, working closely with the SSDA to engage those SSCs which have a footprint in local government and to address skills issues where no such footprint

exists. Management and leadership in local government will be developed to take account of the significant structural and operational changes being proposed under RPA.

**Key Action 6:** The Local Government Staff Commission will form a new management and leadership group for local government to promote and coordinate development within the sector by September 2007.

## Civil Service

**4.6.14** Within the Northern Ireland Civil Service (NICS) the Centre for Applied Learning has been established as a Shared Service Centre for training and development to provide skills development for staff at all levels. The NICS recognises the importance of strong leadership and management at all levels from the first line manager to those in the Senior Civil Service. These skills are essential if we are to support the introduction of Professional Skills for Government (PSfG) and enable the NICS to become a more customer-focussed organisation and deliver modern public services, which are fit for purpose.

**Key Action 7:** The Centre for Applied Learning will provide mandatory management training and development programmes for first line managers, and a range of appropriate leadership programmes for senior staff within NICS, by September 2007.

## Investors in People

**4.6.15** The true value of working with quality standards lies in their use as a management system to effect significant impact on bottom line results. Quality standards frameworks help organisations achieve results by measuring where they are in relation to best practice, helping them understand their management gaps, and then to formulate and implement business improvement strategies. Research shows that organisational changes introduced under the auspices of the Investors in People (IiP) Standard have increased profits by 7.16% or an average £505 per employee per year<sup>11</sup>.

**4.6.16** The Department will implement a revised marketing and promotional strategy that will build on existing programmes to increase the number of organisations using the internationally

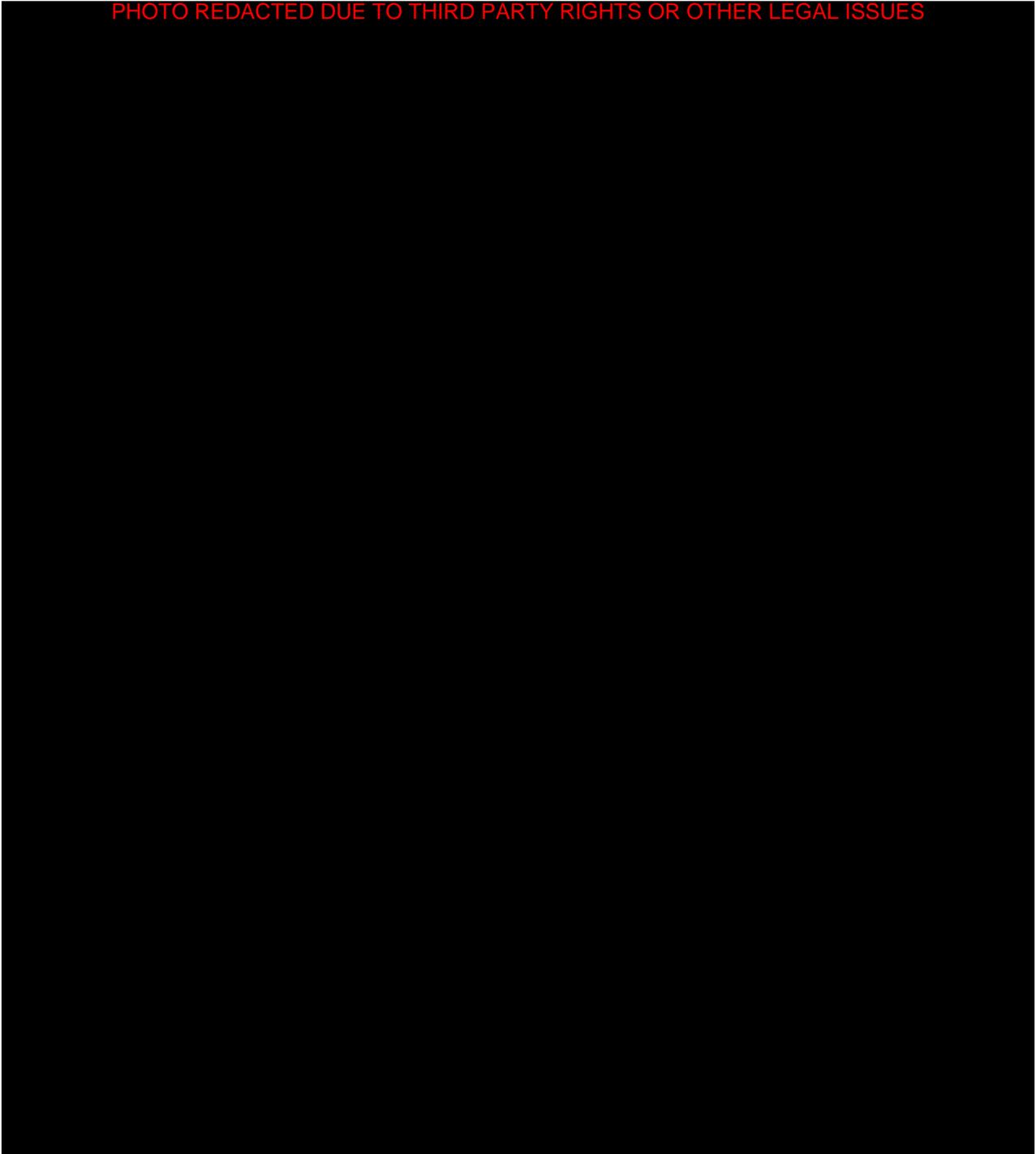
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<sup>11</sup> *Investors in People Impact Study 2004 (Databuild Research and Solutions).*

recognised quality standard, liP to align skills development with business goals of efficiency, profitability and improved competitiveness.

Key Action 8: Implementation of the revised and extended marketing strategy to lead to an additional 500 Northern Ireland employers registering to work with the liP Standard by March 2009

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## THEME 3

### 4.7 IMPROVING THE QUALITY AND RELEVANCE OF MANAGEMENT AND LEADERSHIP DEVELOPMENT PROGRAMMES.

4.7.1 There are a number of seeming contradictions in the local management development field. Despite large sums of government and private sector money having been spent in this area, most observers agree that there is not a developed and efficient commercial market for management development services in Northern Ireland. On the other hand, a recent MLN study<sup>12</sup> indicates that there are over 650 organisations providing some form of management training. The report, however, also states that, "...there is very little funding available for management courses". In order to understand these inconsistencies it is important to distinguish between management education and management development.

4.7.2 For the purposes of this strategy, management education is defined as training provision which is geared toward increasing the professionalism in functional specialisms such as finance, marketing, and operations. It is primarily designed for the full-time, pre-employment under-graduate student, however, courses are also available on a part-time basis for managers in employment and there is a range of post-graduate higher-level provision.

4.7.3 In contrast, applied management development recognises that today's managers, particularly in smaller organisations, cover a wider variety of roles. Best practice seeks to link the acquisition of skills directly to the achievement of business goals. It involves the creation of specific opportunities for managers to learn and apply the latest tools and techniques in a format which is relevant to their lifestyles and which can be applied directly to ensure business improvement.

4.7.4 Much of the provision in Northern Ireland is, in reality, management education which is, at least partly, financed from within the public sector through Further Education Colleges and Higher Education Institutions. In the feedback, questions continued to be raised about the varying relevance of provision that is rooted in a system dominated by qualifications, to the needs of SME businesses. There is, however, considerable evidence that managers with formal

qualifications are more likely to adopt strategies to introduce new, high quality products and improve the quality of existing products.<sup>13</sup> From an individual manager's point of view, professional qualifications are found to give the highest returns on earnings: 36-45% for males, 42-49% for females.<sup>14</sup>

- 4.7.5 In addition to the accredited qualifications, there are a large number of unaccredited courses offering 2-3 day training in specific areas, often related to legislative requirements and supported financially by local district councils and economic development bodies. Again questions are raised about whether what is currently on offer is really fit for purpose.
- 4.7.6 The need for a system to accommodate and accredit formal and informal development programmes is being addressed through the United Kingdom Vocational Qualifications Reform Programme which aims to develop a new unit based and credit rated qualifications framework capable of accrediting whole qualifications and smaller episodes of learning. Sector Skills Councils are contributing to the programme by specifying the current and future learning needs of employers by developing a Sector Qualification Strategy specific to each sector. The Management Standards Centre is leading on the development of a revised Management Leadership and Enterprise Sector Qualifications Strategy (MLESQS). The outcomes of this project will be to rationalise and reform the current range of qualifications, which will provide greater opportunities to gain qualifications through a variety of development processes.
- 4.7.7 The provision of good quality management education is important not only for the continued supply of well qualified managers in the future but also to up-skill our existing management base in the functional specialisms. For that reason it is vital that employers, through their relevant SSC and/or the local Workforce Development Forums, become more fully engaged in the regular review of the management education curriculum and have a greater degree of involvement in the design and delivery of management training and development programmes.
- 4.7.8 Currently the gap in the market is for coherent, interdependent management models aimed at further developing existing managers and organisations over time. Government assistance at the level of the individual will always be an important element in the drive to

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13 DfES Research, Bosworth, 2002

14 Dearden et al, 2002

up-skill Northern Ireland's managers. However, a key objective for future strategic policy must be to intervene at a corporate level in order to encourage organisations to examine their own development needs and match them to best practice solutions, resulting in long-lasting improvements in individual and business performance.

## Government Interventions

- 4.7.9 The Department has primary responsibility for the policy for management and leadership development in Northern Ireland. A key attraction of using management development as a government policy instrument is that it can achieve significant impact on an organisation's performance at relatively low cost to the public purse. The return on investment on a structured programme can be substantial through increased productivity, growth, creativity and entrepreneurship. A successful intervention in management development has also been demonstrated to provide additional spin-off benefits for training in general, whereby an organisation's management becomes much more likely to recognise the value of training for other staff, and to pay for it out of their own resources.<sup>15</sup>
- 4.7.10 Invest NI plays a very significant role in building management capabilities within its client company portfolio as part of its Business Improvement programmes. A number of other government Departments also place an emphasis on support for management and leadership in pursuit of policy aims. The Department, in conjunction with Invest NI and other Departments, will identify all current government interventions and will consult with representative employer bodies to ensure that Government support services are consistent and relevant to the needs of the economy.

**Key Action 9: Consultation on identified government programmes to be complete by March 2008**

## National Occupational Standards

- 4.7.11** Raising the quality of provision in management development is a key aim of the strategy. Government procurement practices already impose high quality standards on suppliers of programmes that are supported by public funding. However, it is recognised that there are many private sector providers that operate in a free market and are therefore best influenced by the dynamics of the marketplace. Improving the efficiency of the demand-side will create the market conditions to eliminate poor service. MLN has established a supply-side forum to provide an opportunity for sharing and promoting best practice in management development provision and this work will be expanded to include all stakeholder groups.
- 4.7.12** The Management Standards Centre (MSC) is the standards setting body for the management and leadership areas. Over the past two years, the MSC has been engaged in a publicly funded project to develop a new set of National Occupational Standards for management and leadership. The new standards describe the level of performance expected in employment for a range of management and leadership functions/activities.
- 4.7.13** Skills Active, the SSC for active leisure and learning, has been assigned lead responsibility by the SSSDA for taking these standards forward within the Skills for Business Network and with other key stakeholders. This project is now in its fourth phase and involves the rolling out of a joint workplan with the Management Standards Centre (MSC) to embed the National Occupational Standards in all management training and development provision.

**Key Action 10:** Skills Active will work with the Management Standards Centre to encourage the adoption of the National Occupational Standards in management development training as part of the Sector Qualification Strategies.

## Further Education

- 4.7.14 **Further Education Means Business** puts further education colleges at the heart of economic development through the provision of workforce development. This includes ensuring that the curriculum and courses delivered by the colleges are focused on meeting the identified needs of employers as well as individual learners.
- 4.7.15 As SSCs develop the National Occupational Standards for their sectors, the curriculum in colleges and qualifications delivered will be based on the standards, thus ensuring that the demand side drives provision. In addition, the reform of professional and technical qualifications and the development of a credit-based system means that provision can be offered in a more flexible manner and learning accredited through units within a National Framework for Achievement.
- 4.7.16 Further Education colleges offer a wide range of formal courses in management and leadership, including professional qualifications across many disciplines. Colleges will take account of the National Occupational Standards for Management and Leadership as they are embedded within professional management qualifications. In addition, colleges will work with individual employers to develop customised support in areas such as business creation, product design, product development and management development activities linked to employers' specific needs. As far as possible, colleges will use units from qualifications within the National Qualification and Credit Framework so that employees gain accreditation and recognition from the learning activities and that they can progress up the skills ladder.
- 4.7.17 The Department has developed an e-learning strategy in conjunction with the further education sector, a key aim of which is to enable colleges to deliver learning in a more flexible manner and to facilitate individuals to be able to access learning and development within the workplace, at a time convenient to them. Already, there are good examples of colleges working with companies to deliver training on-line and this approach has the potential to increase the provision of management training and development in a manner and at times which facilitate busy managers.

- 4.7.18 Colleges are committed within FE Means Business to ensure that young people aged 16 - 19 are prepared for the world of work or for higher education. As a result, they will study the qualification of choice, along with the employability skills of team-working, problem-solving and managing their own learning. They will also leave with accredited qualifications in the essential skills of literacy, numeracy and information and communication technology (ICT). Within the curriculum young people will develop enterprise skills and an understanding of how business operates.
- 4.7.19 The establishment of the Skills Expert Group and the Workforce Development Forums and the development of the Regional Employment and Skills Action Plan will provide colleges with the information they need to be able to respond more effectively to employers' needs, including in management development. In addition, the development of National Occupational Standards as the basis for qualifications including in management and leadership will also ensure that the courses offered by colleges are based on the skills needed for specific industries.

Key Action 11: Further Education Colleges will work closely with the Skills Expert Group and Workforce Development Forums to ensure they respond to the management and leadership skill needs of employers. In addition, the qualifications offered will be from the National Qualification and Credit Framework which will be based on the National Occupational Standards for Management and Leadership.

## Higher Education

- 4.7.20 The Department, through its interventions, promotes the development of an internationally competitive Higher Education sector. It is widely recognised that universities play a major role in economic development in helping to provide a highly qualified, well trained workforce. In addition, their work in research and development provides new knowledge for future economic and social benefit. The recent introduction of the HE-FE Collaboration Fund also reinforces the universities' role, with FE, in supporting knowledge and technology transfer to industry and commerce. More widely, universities facilitate contacts on an international basis for the benefit of the Northern Ireland economy. The Regional Innovation Strategy, Success for All and the Accelerating Entrepreneurship Strategies set out the priorities for Higher Education.

- 4.7.21 Northern Ireland's universities have a long tradition of management education and with their global contacts are well placed to attract key international management thinkers to contribute to masterclasses and lectures. This needs to be built on and extended to provide forums for discussion for business.
- 4.7.22 Universities have a key role in preparing students for the world of work. The Northern Ireland Centre for Entrepreneurship (NICENT), has embedded entrepreneurship in the programmes of all science, engineering and technology for students at under-graduate and graduate level, since 2003/04. Building on the success of this work, entrepreneurship has been extended to the programmes of all under-graduate students in the arts, humanities and social science disciplines. The skills developed by graduates through the work of NICENT mean they are able to benefit from management development programmes when they commence work.
- 4.7.23 The universities have been endeavouring to ensure the continuing relevance of the curriculum to meet the current and future skill needs of the economy. This is based on consultation and co-operation with employers and with the relevant professional bodies. Their involvement in the Economic Development Forum, the Skills Expert Group and their work with Further Education Colleges in the promotion and development of Foundation Degrees based on the needs of industry reinforces their commitment to supporting Northern Ireland's economy.
- 4.7.24 Universities, as key players in management education and in management development programmes, can have an even greater role in the development of management and leadership skills for all levels of managers as they interface with SSCs which identify specific leadership and management issues for their sectors. In addition, the SSDA work on the cross cutting theme of management and leadership reinforces further the role of universities in this area.

Key Action 12: The universities will consider their contribution to management development and will bring forward proposals to the Department to enhance and extend their role complementing what is on offer already through organisations such as the Institute of Directors.

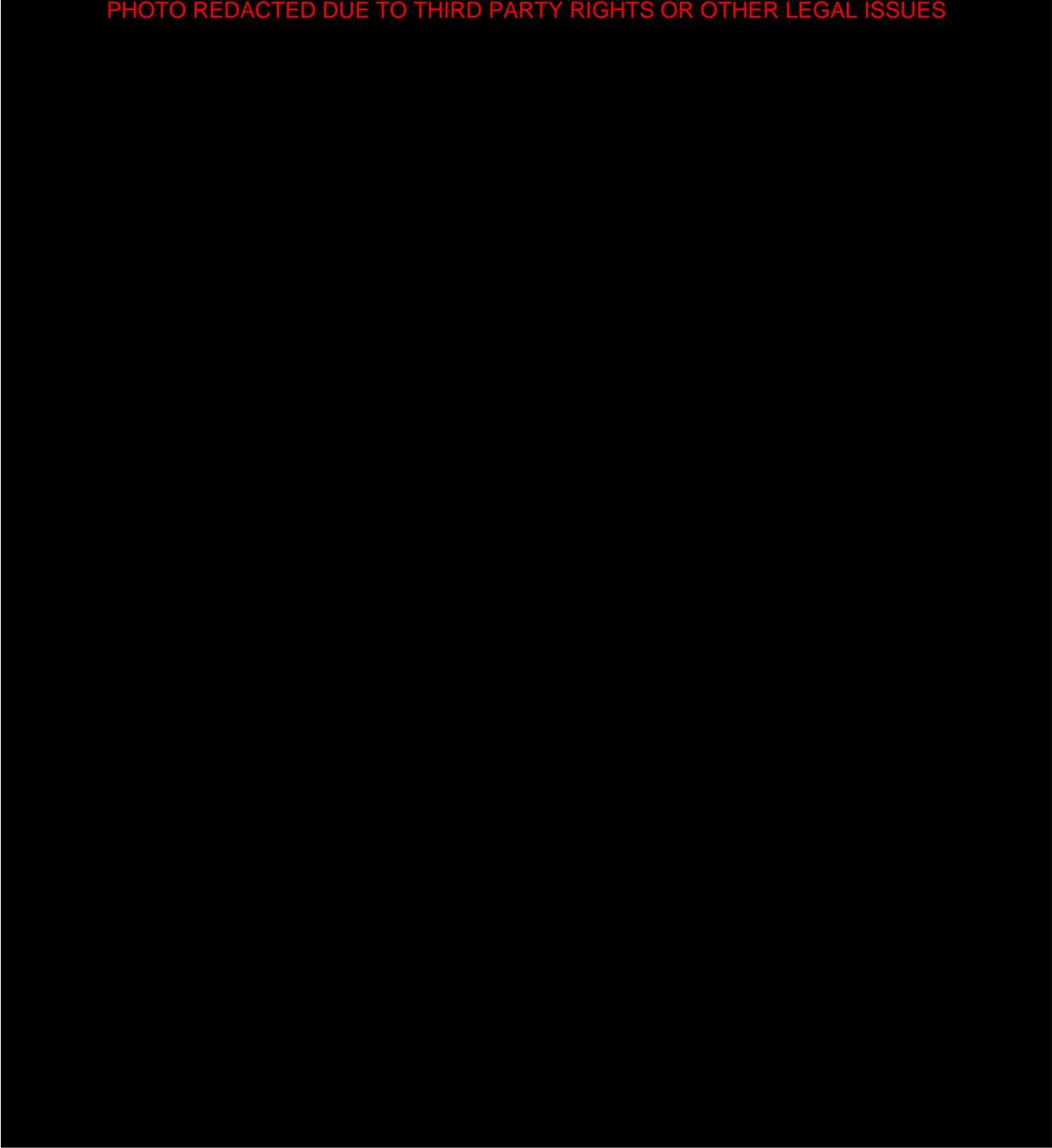
## Department of Education - Creating Managers and Leaders for the Future

- 4.7.25 The Department of Education contributes to the leadership development of young people through both formal and non-formal education. The foundations of learning for life and work - including work in a managerial role - are laid while young people are still at school. The revised school curriculum, currently being rolled out by the Department of Education, gives explicit recognition to the economic dimension of education. It places increased emphasis on helping young people develop those key personal attributes and competences that business and industry need. Alongside the educational fundamentals of literacy and numeracy, and the requirements of a balanced general education, young people will be given opportunity to develop skills and personal capabilities in areas such as managing information; thinking, problem solving and decision making; being creative; working with others; and self-management.
- 4.7.26 In addition, older pupils will benefit from a new programme on Education for Employability that provides opportunities to explore such issues as links between business and the community; what it means to be enterprising and the personal characteristics of an entrepreneur; and the local impact of the global market. Schools also provide young people with many opportunities for them to assume positions of responsibility whether in school clubs and societies, or leading sports teams; and extending their experiences beyond school through programmes such as the Duke of Edinburgh Award scheme.
- 4.7.27 The Youth Service makes a significant contribution to the Department of Education's development of future leaders and managers through the outworking of the Youth Work Strategy. In the past 3 years, 512 young leaders aged 16-19 years have completed successfully the Oxford, Cambridge RSA (Royal Society of Arts) accredited Trainee Leadership Certificate. In the same period, 580 young leaders in the age range 19-25 years have completed introductory training in youth leadership accredited by Open College Network at level 2.
- 4.7.28 In addition, appropriate and supported youth-led participative structures have been developed by the youth sector partners to equip and enable young people to participate effectively in decision

making bodies at all levels within the youth service. Specific programmes that focus on developing young people's leadership skills are to be found across both the statutory and voluntary youth service sectors.

Key Action 13: The Department of Education will continue to provide a range of opportunities through both formal and non-formal education to support the development of competences in young people which underpin management and leadership skills.

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## THEME 4

### 4.8 TACKLING THE BARRIERS TO INVOLVEMENT AND INVESTMENT IN MANAGEMENT AND LEADERSHIP DEVELOPMENT

4.8.1 While management capability is relevant to all organisations, indigenous private sector firms, in particular, face a number of significant difficulties in this respect. Locally owned businesses are traditionally conservative, often family-based and many would benefit from improved management and leadership skills. However, building management and leadership skills is not always seen as a priority and, consequently, is not central to the business planning process. Within SME organisations, formal management training is not prized, but where development is valued it tends toward the project related and action-based mentoring or coaching.

4.8.2 A number of key barriers to involvement and investment in management development have been identified. Three principal barriers are:

- a lack of awareness of the value of increased management skills within the organisation;
- time constraints among over-stretched managers, particularly in smaller organisations;
- financial cost, coupled with a fear of increased staff turnover.

Taken together they indicate that many managers do not see existing initiatives as value for money and the payoff for participation is not seen as being high enough relative to the costs incurred.

4.8.3 The Northern Ireland economy is undergoing radical change to effect a transformation to a private sector led system. Achieving faster economic growth and wealth creation will depend largely on the capability of owners, managers and entrepreneurs. There must be a renewed effort to remove the remaining barriers to engagement in management development if we are to close the productivity gap with other regions, create higher value added through greater innovation, creativity and design and achieve a greater degree of internationalisation of the economy.

## Targeted Investment - Management: Analysis and Planning

- 4.8.4 Improving the skills levels of managers and leaders is not an end in itself. Employers must have confidence that the right skills are being developed against the needs of individual organisations and that they can be deployed effectively within the businesses to make a measurable impact on efficiency and effectiveness.
- 4.8.5 At the macro level, the dialogue with employers outlined in Theme One will help address common skills requirements across all sectors. However in order to maximise the impact of individual training programmes within organisations, the Department will develop and introduce a management needs diagnostic to be known as **MAP** - (Management: Analysis and Planning). **MAP** will consist of up to three days consultancy advice linked to the implementation of the Investors in People management model. The service will help participating organisations to identify specific management development needs that will be linked to detailed business improvements and will be delivered through an individual development plan. The **MAP** advisors will also help to signpost organisations towards the most relevant high quality training and development opportunities available to address their business needs.

Key Action 14: New management development diagnostic, MAP, to be available through DEL Management Development Branch by June 2007.

## Identifying and Removing the Remaining Barriers

- 4.8.6 The OECD report on management and leadership development indicates that the issue is treated as a high priority in many countries including the USA, Canada, Finland, Germany and Japan. While it shows strong independent private sector providers playing a significant role in all of these countries, it indicates that Germany, Finland and Canada also have considerable additional input from state economic development agencies. Chambers of Commerce and industry organisations also play leading roles in most countries but are weaker in the USA and Finland. Colleges and universities have a major role in Canada, Finland and the USA, with a weaker role in Germany and virtually no involvement in Japan. Northern Ireland has much to learn from the experiences of other countries and it is vital to observe and to learn quickly in order to achieve the vision outlined.
- 4.8.7 Removing the barriers to involvement and investment in management development is at the core of all the actions contained within this strategy. From a clear definition of demand and articulation of need, the strategy seeks to put in place solutions that will be employer centric, focused, action-oriented and with flexible delivery modes to meet the specific requirements of business. Success will only be achieved when employers adopt a leading role in management development; when they are inspired to improve their own skill levels and when they are provided with the correct incentives to act.

Key Action 15: MLN will publish an annual survey which identifies barriers to investing and engaging in management and leadership development and will make recommendation on actions required to remove them. The survey will also benchmark Northern Ireland's performance against international and world class performance.

## Government Support

- 4.8.8 The Leitch Review of Skills<sup>16</sup> has recommended that the Government's investment in skills should be focused on ensuring that everyone has the opportunity to build on a basic platform of skills, tackling market failure and targeting help where it is needed most. The Review recommends a much clearer balance of financial responsibility, with individuals and employers bearing the bulk of the costs of attaining higher level skills. However, recognising the specific value of management and leadership skills in smaller organisations, Leitch also recommends an extension of existing financial support in Great Britain to firms between 10 and 20 employees, so that smaller firms are able to access help and grow.
- 4.8.9 Therefore, as a general principle, organisations should be expected to pay for management development training from their own resources, as they will be the ultimate beneficiaries of such investment. However, there will be exceptions to that general principle:
- if a lack of investment in management development threatens the future development of an industry sector, or skills policy objective;
  - where temporary financial support would help to encourage the adoption of a structured approach to management development or induce the development of new training opportunities;
  - if temporary assistance might encourage a spin-off in other employee training and development.
- 4.8.10 While it is recognised that the primary responsibility for management development rests with organisations themselves, it is reasonable to conclude on past experience that, if left to market forces alone, Northern Ireland will not have sufficient numbers of well developed and capable managers and leaders to achieve the levels of productivity and growth outlined in the sectoral Vision documents referenced earlier. There are particular difficulties associated with the predominance of micro businesses in Northern Ireland (94% of firms employing less than 10 people) as these firms have tended not to engage with planned management and leadership development linked to business goals. The relatively small number of larger business also reduces the flow of developed talent out in to the marketplace. Many indigenous organisations will

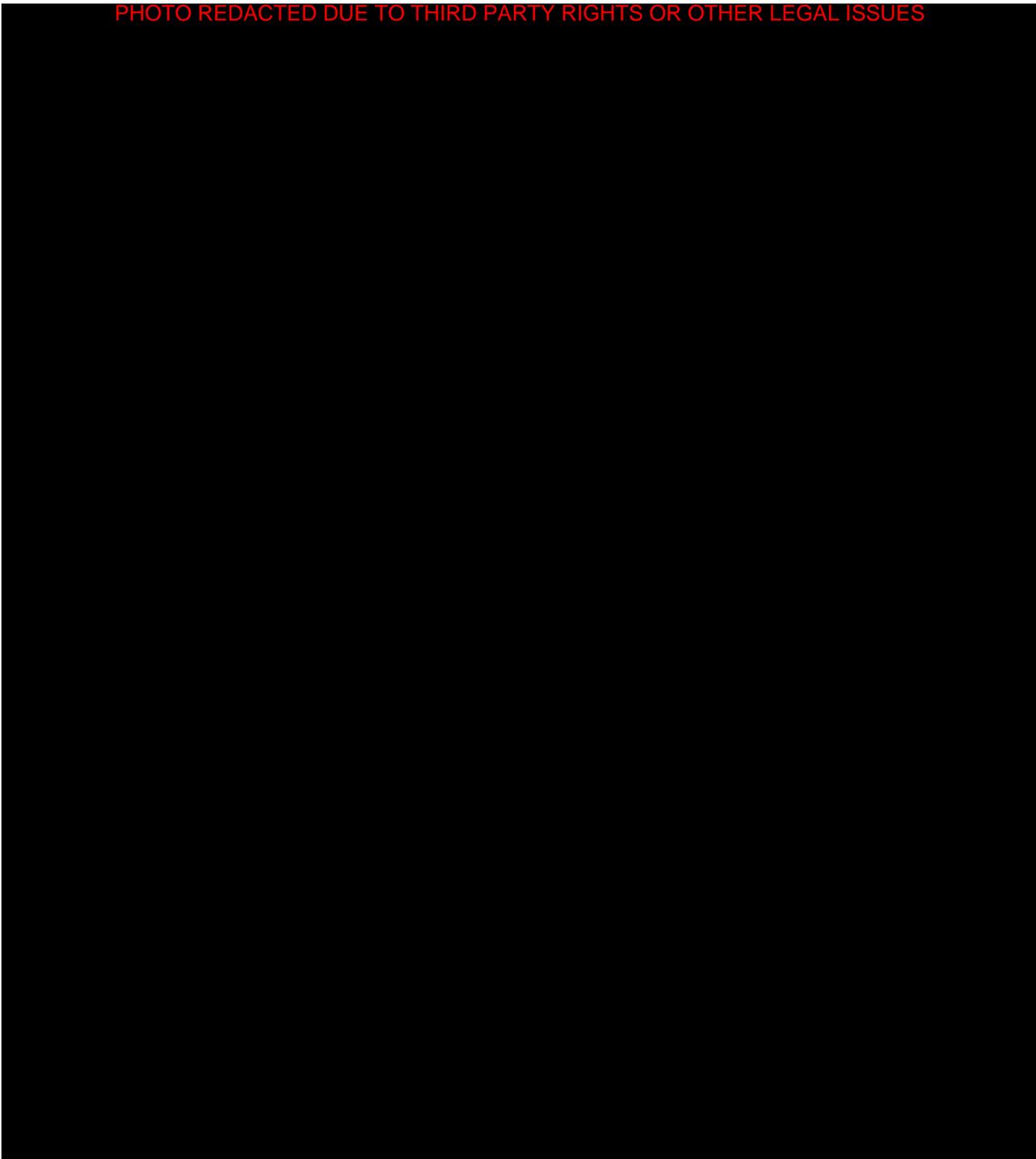
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16 *Prosperity For All In The Global Economy, Leitch Review of Skills (2006)*

continue to require external financial and other assistance in order to develop their management expertise particularly at start-up and in the early stages of internationalisation.

Key Action 16: Government Departments and enterprise development agencies to place greater emphasis on assessing and developing the management capabilities to achieve business improvement when considering additional support for client organisations.

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## 5. SUMMARY AND CONCLUSIONS

- 5.1 Guided by the work of the Leading...the way steering group, the feedback from the publication of the discussion paper, and from its own assessment of options for the future, the Department has prepared this strategy and implementation plan for the further development of management and leadership skills.
- 5.2 Management and leadership skills across all sectors in Northern Ireland are not as good as they could be. Organisations have been little influenced by the existing provision of management development opportunities and individual enterprises do not appreciate fully the value of an investment in managerial skills. There would appear to be no shortage of raw talent but the appropriate mechanisms for its development are not in place. There exists a strong silo mentality within the various sectors of the economy, with little cross sectoral exchange of best practice.
- 5.3 With a greater drive towards achieving a better balance between the Private, Public and Voluntary sectors in the Northern Ireland economy, increased productivity and organisational efficiency will be key to future economic prosperity. Raising the quantity and quality of management skills is a necessary condition to foster growth. Improving the management capabilities will also be a prerequisite if the general level of workplace skills is to be raised. There is a link between participation of a principal in an organisation in management development activities and the commitment of that organisation to training its other members of staff.
- 5.4 The Department has an important role in supporting better management development structures in Northern Ireland. However, that role is best advanced by helping the market to operate better and more efficiently, rather than by replacing the market with state-sponsored or controlled provision. There is a need to stimulate the latent demand for management development while at the same time improving the supply side to increase the relevance of the products on offer.
- 5.5 As detailed in the previous sections, the Department will seek to help stimulate demand by working closely with the SSDA to identify the management development needs across all of the SSCs and to develop and implement improvement plans, set against identified

baselines for each sector, in the context of the Sector Skills Agreements. The Skills Expert Group and the Workforce Development Forums will ensure that Northern Ireland's management and leadership needs at local and regional level are addressed fully in the regional employment and skills action plan.

- 5.6 Improving the skills levels of managers in Northern Ireland is a high priority for Government and should be a high priority for business as well. High level skills are vital for strong economic growth. The establishment of 10 new local business networks for peer-to-peer learning will play an important role in increasing the penetration of management development. NICVA will lead on the development of a range of new policies and programmes to support management development in the voluntary and community sector. Across the public sector a range of new programmes at central and local government will take account of the significant structural and operational changes under the Review of Public Administration. The Department will implement a new marketing strategy to significantly increase the number of organisations achieving recognition as Investors in People.
- 5.7 The provision of good quality management and leadership training and on-going development opportunities is vital, both for the future supply of well qualified managers and leaders, and to up-skill our existing base. A key focus of this strategy will be to **improve the quality and relevance** of the training and development opportunities available to Northern Ireland's managers and leaders. Providers of education are placing a much greater emphasis on developing these skills from a much earlier age. Employers will be encouraged to play more of a leading role in defining, shaping and developing this provision to ensure its continued relevance in the future, not least through the adoption of the National Occupational Standards in management development training as part of the Sector Qualification Strategies.
- 5.8 The barriers to involvement and investment in management and leadership development have been documented in a number of studies referenced throughout this document. Ongoing identification and **removal of barriers** will be at the core of the strategy. An annual benchmarking of Northern Ireland's performance against international best practice will help to prioritise the areas for action. Government support will be focussed addressing market failure and the

development of new opportunities. New emphasis will be placed on the adoption of structured training programmes clearly linked to the achievement of corporate objectives.

- 5.9 This strategy points the way for management and leadership in Northern Ireland for the next ten years. However the dynamic nature of the economic and social marketplace is fully recognised and therefore it will be comprehensively reviewed and reformed as necessary in 2009.
- 5.10 The key to success will be in embedding a sense of purpose, across all sectors, about the importance of investing in the innate management and leadership talents of the workforce and in promoting a keen sense of commitment to align services and provision to tap into that resource. We need to make it easy for businesses and organisations to invest in management and leadership at all levels and to recognise the positive impact it will create in our economy and in our community in - **Leading...to success.**



## APPENDIX A

UNDERSTANDING THE DEMAND	IMPROVING SKILLS LEVELS	IMPROVING QUALITY AND RELEVANCE OF PROGRAMMES	IDENTIFYING AND REMOVING BARRIERS TO INVESTMENT
1. Management and leadership needs to be formally addressed in all Sector Skills Agreements by end 2007	4. Cross sectoral best practice forums to be established	9. Audit all government interventions by March 2008	14. DEL to introduce a new management diagnostic by June 2007 to promote a structured approach to development within organisations
2. Sectoral baselines for Management and leadership to be established by March 2008	5. Range of policies and programmes developed and resourced to guide and support voluntary organisations.	10. Adoption of National Occupational Standards in the provision of all training programmes	15. Ongoing international benchmarking to identify and remove remaining barriers
3. Management and leadership needs to be addressed within the Regional Employment and Skills Action Plan.	6. Local Government Staff Commission to form a new management and leadership group to promote and coordinate development within the sector	11. FE Colleges to engage fully in workforce development and offer management qualifications based on the National Occupational Standards for Management and Leadership.	16. All government support for management development activities to be clearly linked to the achievement of corporate objectives by March 2009
	7. Improved management and leadership training programmes for Civil Servants by Sept 2007	12. Universities to embed management and leadership skills in programmes and to bring forward proposals to enhance their role in this area	
	8. An additional 500 organisations to achieve Investors in People status by March 2009	13. The Department of Education will provide a range of opportunities to support the development of competences in young people which underpin management and leadership skills	



## APPENDIX B

### SUMMARY OF KEY MILESTONES

INITIATIVE	MILESTONES	DATES
1. Sector Skills Agreements	<ul style="list-style-type: none"> <li>- M&amp;L needs identified for 15 SSAs</li> <li>- M&amp;L needs identified for all SSAs</li> </ul>	<p>June 2007</p> <p>March 2008</p>
2. Sectoral Baselines and Targets	<ul style="list-style-type: none"> <li>- Skills for Business network and MLN to collate and analyse existing SSC - LMI data on Northern Ireland</li> <li>- M&amp;L baselines established for 7 SSCs</li> <li>- M&amp;L baselines established for all SSCs</li> <li>- M&amp;L Development targets developed for SSCs</li> </ul>	<p>Ongoing</p> <p>June 2007</p> <p>Dec 2007</p> <p>March 2008</p>
3. Regional Employment and Skills Action Plan	<ul style="list-style-type: none"> <li>- Skills Expert Group established</li> <li>- Workforce Development Forums operational</li> <li>- Priority Skills identified</li> <li>- Regional Employment and Skills Action Plan developed</li> </ul>	<p>June 2007</p> <p>Sept 2007</p>
4. Employer Forum Networks	<ul style="list-style-type: none"> <li>- Ten Employer Forums</li> </ul>	<p>March 2009</p>
5. NICVA	<ul style="list-style-type: none"> <li>- Policies, programmes and resources identified</li> <li>- Baseline data and progress measures established for the sector</li> </ul>	<p>March 2008</p> <p>March 2008</p>

INITIATIVE	MILESTONES	DATES
6. Public Sector	<ul style="list-style-type: none"> <li>- LGSC to form new management and leadership group to promote development in the sector</li> <li>- Baseline data and progress measures established for the sector</li> </ul>	<p>Sept 2007</p> <p>March 2008</p>
7. Civil Service	<ul style="list-style-type: none"> <li>- To provide a spine of accredited mandatory training programmes for staff at EO2 to SO.</li> <li>- To provide a range of appropriate leadership programmes for staff at G7 and above.</li> </ul>	<p>Sept 2007</p> <p>Sept 2007</p>
8. Investors in People	<ul style="list-style-type: none"> <li>- Follow up on all leads generated by management needs diagnostic</li> <li>- Engage 20 additional iIP generalist advisers</li> <li>- Full implementation of telemarketing campaign</li> </ul>	<p>Ongoing</p> <p>Dec 2007</p> <p>March 2009</p>
9. Government Interventions	<ul style="list-style-type: none"> <li>- Map all interventions available for Management Development</li> <li>- Publish details for consultation</li> <li>- Feedback to funding agencies</li> <li>- Revised M&amp;L Strategy and Programmes</li> </ul>	<p>June 2007</p> <p>Sept 2007</p> <p>Dec 2007</p> <p>April 2009</p>
10. National Occupational Standards	<ul style="list-style-type: none"> <li>- network of management and leadership champions active in NI engaging and influencing employers, colleagues and stakeholders in the use of the new standards;</li> <li>- NI specific toolkit insert developed with MLN</li> </ul>	<p>Sept 2008</p> <p>April 2008</p>

INITIATIVE	MILESTONES	DATES
11. Management and Leadership in Further Education	- National Occupational Standards to be embedded in qualifications offered from the National Qualification and Credit Framework	March 2009
12. Higher Education	- HE proposals for enhanced role in management and leadership development	Sept 2008
13. Dept of Education	- Develop and implement a range of opportunities to support and foster leadership skills	March 2009
14. Management: Analysis and Planning	- Management needs diagnostic developed and new programme launched	April 2007
15. International Benchmarking	- MLN Annual Survey	Annual
16. Government Support	- All government support for management development activities to be clearly linked to the achievement of corporate objectives.	March 2009



## APPENDIX C

### CONSULTATION RESPONDENTS

#### Private Providers

Consultancy Mentoring Works  
William Doherty Consulting  
Whitewater Consulting  
Daedal-Align  
Bryan Logan  
Director Development Ireland  
Management Developmental Learning  
Modev Ltd  
PDQ Solutions  
People Development Team  
Skillsoft

#### Further Education

Upper Bann Institute  
North West Institute  
ANIC

#### Higher Education

Open University in Ireland  
QUB School of Management and Economics  
UU Faculty of Business and Management  
QUB Vice Chancellor

#### Government Agency

Educational Guidance Service for Adults  
Sectoral Skills Development Agency  
Invest Northern Ireland

#### Government Department

Department of Enterprise Trade and Investment

#### Institutes and Employers

Institute of Leadership and Management  
Association of Chief Officers of Voluntary Organisations  
Chartered Institute of Personnel and Development  
Confederation of British Industry  
Institute of Directors  
Institute of Public Health  
Chartered Management Institute  
George Best Belfast City Airport

#### Sector Skills Councils / Training Associations

Asset Skills  
Automotive Skills  
E-Skills  
Go Skills  
Lifelong Learning UK  
Skills for Justice  
Skills Active  
Skillsmart Retail  
Summit Skills  
Engineering Training Council  
Skills for Health  
Government Skills  
Construction Industry Training Board  
Momentum  
People 1st





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