

Skills Awareness for Managers

**National Standards
Level 3**

SKILLS AWARENESS FOR MANAGERS

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Departmental Ethos

What's the ethos of my department?

ETHOS: THE SPIRIT AND ATTITUDES OF PEOPLE OR A CULTURE.

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What sort of environment do I want to co-create with my staff?

- Modern?
- Forward thinking?
- Hardworking?
- Enthusiastic?
- Efficient?
- Working as a team?

Thinking about daily tasks that you do, what could be improved? (I.e. what could happen differently or more effectively in your workplace?)

- Paperwork is very time consuming.
- I spend a lot of time checking other people's work.
- I discipline people regularly.
- Staff could take on more responsibility for their development at work.

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Thinking about your staff's main duties, what could improve? (I.e. what could they do differently that would make the workplace more effective?)

- Pay attention to detail.
- Be more motivated.
- Remember everything they're supposed to remember!
- Fill in forms accurately.

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Skill Set Assessment for Managers

Assess your competence in your current job.

The 'Importance ABC' column is how important the skill is to your job.

In the 'Self-Assessment' column give yourself a mark between 1 (low) and 10 (high).

	Skills	Importance A,B,C	Self- Assessment	2nd view
1	Planning and prioritising tasks			
2	Time management (self and team)			
3	Communication skills. (Questioning and active listening, building trust, empathy and mutual understanding.)			
4	Motivation of team and individual members			
5	Performance Appraisals and Personal Development Plans. (Planning, conducting, follow up.)			
6	Training and developing others.			
7	Coaching and mentoring. Assessing training needs.			
8	Handling discipline and grievance.			
9	Identifying and agreeing tasks. Delegating tasks.			
10	Measuring and following up department objectives.			

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	Skills	Importance A,B,C	Self- Assessment	2nd view
11	Effective use of equipment (Specialised equipment used in your department.)			
12	Communicate effectively. (Using systems that are in place. Record forms, planning and reporting forms/logs.)			
13	Effective use of IT.			
14	Financial understanding. (Budgets, ordering, other.)			
15	Managing relationships. (Inter-department, customers, other.)			
16	Planning and running meetings. Effective follow up.			
17	Business writing. (Letters, emails, reports, proposals, other.)			
18	Quality awareness and management of.			
19	Awareness and management of Human Resources policies. (I.e. equality, disability, harassment etc.)			
20	Customer care and customer service management.			

Management and Front-line Staff Skills

What skills does your job require of you? List the skills below, and note an example of when you use it.

- Prioritise tasks -
- Maintain standards -
- Motivate staff -
- Simplify complicated information -
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What skills do you bring to the job? Give examples.

- Good time management -
- Interpersonal skills -
- Accurate knowledge of the department -
- I speak more than one language -
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What skills and/or knowledge do you expect your staff to have? Why / what situations will they use them in?

- To be able to analyse situations -
- To be able to learn from experience -
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What attitude do you expect of them? Why is each one important?

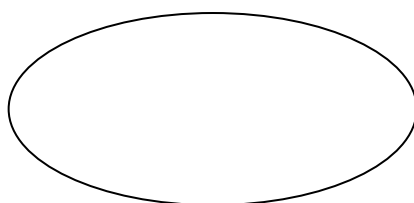
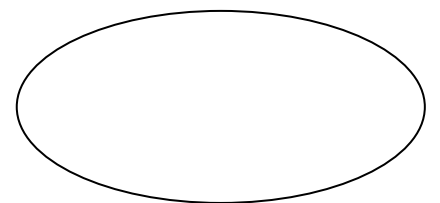
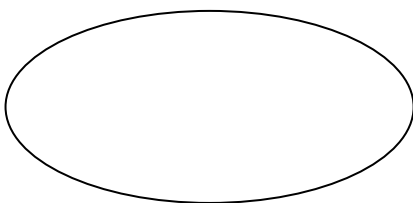
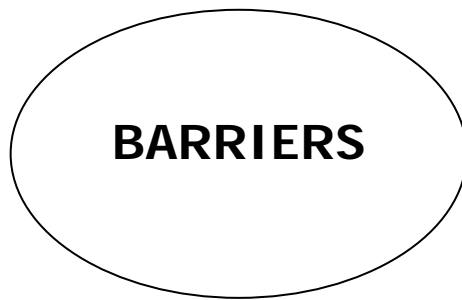
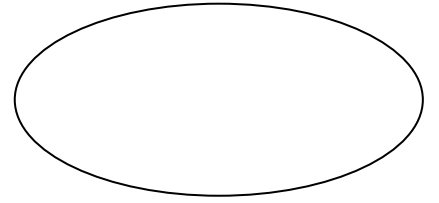
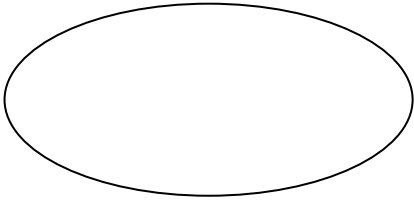
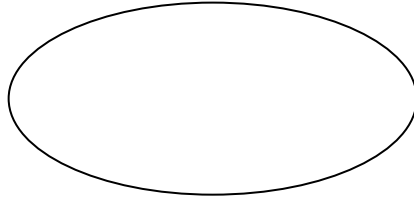
- Adaptable -
- Careful -
- Methodical -
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Matching Skills to Tasks

List the main duties, or most important tasks that staff have to do.
Identify the main skills that each task requires and then break them down.

Task	Skills Required	Breakdown of skills
Report to Team Leader	<ol style="list-style-type: none"> 1. Communicate all difficulties to team leader. 2. Participate in team meetings 3. Complete appropriate paperwork 	<ul style="list-style-type: none"> • Confidence to speak to colleagues, in groups or one to one. • Language proficiency (speaking and listening) • Understanding different people • Cultural understanding • Being able to ask for clarification
Work on the counter	<ol style="list-style-type: none"> 1. Understand knowledge involved in Health and Safety 2. Respond accurately to requests 3. Numerical skills 4. Order new stock 	<p>(As above)</p> <ul style="list-style-type: none"> • Adding and subtracting • Filling in forms • Reading • Writing • Matching (physical stock with relevant paperwork)

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What's it all about?

**Britain has around 7 million people age 19 or over with basic skills deficiencies.
1.3 million of these are deemed to be in the public sector.
Moser Report (1999)**

In November 2000, as a result of the report, the government launched the Skills for Life Strategy designed to identify the main priorities for basic skills. It outlined the following areas:

- Improved ability to understand instructions, including those dealing with critically important health and safety issues.
- Improved ability to communicate with colleagues and patients
- Improved ability to assess and take advantage of development opportunities
- Retention and motivation of new and existing employees
- Reduce the potential for health and safety risks to themselves and or others and meet the Clinical Negligence Standards for Trusts. (CNST).

The Skills for Life Strategy estimates that at least half of those with poor basic skills are in employment and yet evidence shows that basic literacy and numeracy skills are critically important to performance at work. In line with vocational and higher level skills issues, employers have a key role to play in establishing opportunities through which employees can improve their literacy and numeracy skills.

Skills for Life is the Government's strategy for improving the above mentioned skills.

Workplace Basic Skills is a generic term meaning literacy, numeracy, English for Speakers of other Languages (ESOL), and IT.

The word 'basic' in this context means that these skills are fundamental to other types of learning. It is not a description of the general abilities of the learner.

You have identified workplace basic skills in your department in the 'breakdown of skills' in section 1.

More examples of workplace basic skills are:

- Understanding how to use the apostrophe
- Knowing when to use brackets and when to use a dash.
- How to structure a report
- How to reply to a formal email
- How to complete an incident form accurately

Taken from: The Skills for Life Strategy.

What do we do?

The examples given below are typical situations that you identify as workplace basic skills in need of development. What do you do?

1. An incident report was written up like this:

Mrs Brown fel ov the chair.
The chair was waitin to go eos it was broken. She sat on it.

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2. An overseas nurse spoke to you about a patient in pee-die-are-tree on the telephone. There is some confusion over whether s/he is talking about podiatry or paediatrics.

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3. Not fulfilling all of the duties in a department. (I.e. Department responsibilities not being shared equally because staff refused or chose not to do them, resulting in others having to compensate.)

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4. Messages are not being communicated to you effectively.

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Tickle me Elmo

(An induction training and communications story)

This allegedly took place in a factory in the USA which manufactured the 'Tickle Me Elmo' toys, (a children's plush cuddly toy which laughs when tickled under the arm).

The legend has it that a new employee was hired at the Tickle Me Elmo factory and she duly reported for her first day's induction training, prior to being allocated a job on the production line.

At 08:45 the next day the personnel manager received a visit from an excited assembly line foreman who was not best pleased about the performance of the new recruit.

The foreman explained that she was far too slow, and that she was causing the entire line to back-up, delaying the whole production schedule.

The personnel manager asked to see what was happening, so both men proceeded to the factory floor.

On arrival they saw that the line was indeed badly backed-up - there were hundreds of Tickle Me Elmos strewn all over the factory floor, and they were still piling up.

Virtually buried in a mountain of toys sat the new employee earnestly focused on her work. She had a roll of red plush fabric and a bag of marbles.

The two men watched amazed as she cut a little piece of fabric, wrapped it around a pair of marbles and carefully began sewing the little package between Elmo's legs.

The personnel manager began to laugh, and it was some while before he could compose himself, at which he approached the trainee.

"I'm sorry," he said to her, not able to disguise his amusement, "but I think you misunderstood the instructions I gave you yesterday.... Your job is to give Elmo two test tickles."

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