Social care (adults) England

Manager Induction Standards

2016 reviewed edition

skillsforcare

Contents

Introduction

Leaders and managers are important to the success of any organisation.

That's why the effective induction of managers needs to be a key focus so they start off on the right step and in the right direction. The reviewed Manager Induction Standards (2016) support this process.

Who are they for?

The standards are the first step to equip new and aspiring managers to perform well in their role. They are a versatile tool for:

- **new managers -** those new to management and those new in post who have previously managed other care services

- **existing managers -** to use as a benchmark of their own practice and potential learning and development needs, especially if their role has changed over the years

- **aspiring managers -** to plan an appropriate development programme, increase their understanding of the expectations of a manager role and increase their potential of securing management positions in the future.

How can they be used?

The standards can be used in a very wide range of settings, including people who manage their own services and individual employers, as well as small, medium and large organisations across the public, private and voluntary sectors. They have been developed with a range of different organisations in different settings to ensure they are fit for purpose.

Each new manager will need to demonstrate that they know and can meet the standards as they apply to their own working environment.

Although the Manager Induction Standards are not mandatory they are definitely a measure of good practice and we would highly recommend that new managers should demonstrate all the knowledge requirements of the standards within six months of taking up a management role.

If they are covered in depth they will ensure that managers develop the knowledge and understanding to help them gain basic management and effective communication skills.

Workbook

Our new guide to support you with the standards, **'Becoming the manager'**, provides additional guidance on how best to meet the standards and demonstrate them.

It has guidance and tools for employers, managers or mentors of new managers on how to plan an induction programme, and how to collect and record progress and evidence.

You can order your copy at **www.skillsforcare.org.uk/bookshop**.

The value base

The standards are based upon management practice which has person-centred support at its heart, with people who need care and support firmly in control. The standards emphasise relationship-centred care as the major approach.

Person-centred care is dependent on the development and maintenance of positive relationships between the person who needs care and support, their close relatives or friends, and care workers, with the person who needs care and support always the central player.

The manager is at the heart of creating this culture in the social care provision they lead. The Manager Induction Standards explore the relationship aspects of management with people who use services and their families, but also with workers (whether staff, agency or 'bank' workers, or volunteers).

Personalisation has a huge impact on everyone in adult social care. Services need to respond to the drive to provide care which is individual and unique, delivered with dignity and respect and primarily driven by the person being supported.

The personalised value base of the Manager Induction Standards supports social care managers to change any systems, processes, practices and cultures that get in the way of personalisation.

Key changes to the standards

The Manager Induction Standards 2016 review has been done to ensure they still meet the needs of managers in social care.

The following additions reflect the extensive feedback from a wide range of employers in the sector and also current practice.

- Working with carers
- Sharing expertise / working with community groups
- Mental capacity
- Digital skills / technology
- Integration / information sharing / information governance
- Culture of continuous improvement – including whistleblowing procedures
- Performance management
- Capability and Capacity
- Evaluation / impact measurement
- Importance of vision
- Vision / strategy
- Practical communication skills
- Use of restrictive practices
- Build resilience to deal with stress and manage critical situations under pressure

Many areas are linked to the evolving social care sector.

The implementation of the **Care Act** has led to an increase in working with carers, sharing expertise and working with community groups.

The areas around digital skills, information sharing / information governance reflect current government policy of integration and the current state of the economy.

The need to evaluate and measure impact is also an aspect of this given the need to work closely with commissioners. Continuous improvement, performance management, capacity and capability are vital in ensuring a quality service for people who need care and support and speak volumes to both commissioners and regulators.

Many areas demonstrate the changing picture of adult social care provision and the need to be at the forefront of this and further future changes.

Manager Induction Standards

2016 reviewed edition

1. **Leadership and management**
2. **Governance and regulatory processes**
3. **Communication**
4. **Relationships and partnership working**
5. **Person-centred practice for positive outcomes**
6. **Professional development, supervision and performance management**
7. **Resources**
8. **Safeguarding, protection and risk**
9. **Manage self**
10. **Decision making**
11. **Entrepreneurial skills and innovation**

Leadership and management

This standard is about the difference between leadership and management and how each applies to adult social care settings.

The standard applies leadership and management understanding to effective team performance. The team could be small and internal or it could be a wider group with external members. You might also consider how people you support and their families and carers could be considered as team members, what roles they could play and how you might support this. Team members need to feel supported and valued, and need to know that they work in a learning environment.

A significant aspect of any leadership role is about understanding and promoting the vision of the organisation. It's your role as manager to embrace the vision. In addition it's important to lead and support others in the issues of equality and diversity. You'll need to embed equality, diversity and inclusion in team practice to ensure the service is sensitive to people's culture, age, gender, religion, race, sexual orientation, disability, gender reassignment, marital status and maternity.

Leadership Qualities Framework links

- **Demonstrating personal qualities** - Acting with integrity
- **Working with others** - Building and maintaining relationship / Working within teams
- **Managing services** - Managing people / Managing performance
- **Improving services** - Encouraging improvement and innovation
- **Setting direction** - Applying knowledge and evidence / Evaluating impact
- **Delivering the strategy**

Main area	Knowledge requirement	
1.1. Leadership and management in adult care settings	**1.1.1**	Define 'leadership' and 'management'
	1.1.2	Explain why managers in adult social care settings need both management and leadership skills
	1.1.3	Explain why management and leadership styles may need to be adapted to manage different situations
1.2. Team leadership	**1.2.1**	Describe the key features in effective team leadership and how this needs to be appropriate to your own role and setting
	1.2.2	Describe how to promote a culture of learning, where all learning is valued and there is an environment where staff teams are supported to learn from experience
	1.2.3	Explain how people you support and their family and carers may be important members of the team and how they might be supported in this role
1.3. Team development	**1.3.1**	Identify methods of establishing trust and accountability within a team to build effective relationships, including maintaining an individual personal style which engenders trust
	1.3.2	Describe the importance of encouraging sharing of skills and knowledge between team members to ensure each individual is valued
	1.3.3	Describe how you might develop a shared approach to problems solving for your organisation
	1.3.4	Identify how you could evaluate and review the effectiveness of team performance and how to address challenges that may arise
	1.3.5	Describe strategies and tools you might adopt to reduce stress levels, to build resilience and to maintain the wellbeing of staff within the team, including the safety of lone workers

Governance and regulatory processes

This standard relates to the structure and governance of your organisation. It aims to ensure you understand your role and responsibilities within that structure.

If you work in a small organisation you may relate this to the whole organisation. If you work in a large organisation it may be more helpful to have an overview of the whole company and where your particular setting fits in, but a more detailed understanding of your particular unit/setting for which you have responsibilities.

The legislation that needs to be covered will vary according to your organisation and setting. You'll also need to understand any existing internal policies relevant to your responsibilities. All managers need to understand the wide range of regulation processes to some degree or another. This standard supports an understanding of governance requirements for different bodies including Care Quality Commission (CQC). It's also important to recognise how the range of regulation processes can support your own quality assurance in the organisation and be used as part of a continuous improvement cycle to ensure excellent service provision.

Leadership Qualities Framework links

■ **Improving services** - Encouraging improvement and innovation / Facilitating transformation / Ensuring the safety of people who use services
■ **Setting direction** - Evaluating impact

Main area	Knowledge requirement	
2.1. Key drivers, legislation and policies within the social care sector	**2.1.1.**	Outline key drivers, legislation and policy that underpin the delivery of social care and the impact on own organisation
	2.1.2.	Explain the impact of the Care Act legislation and associated guidance on the sector and in particular your own organisation
	2.1.3.	Explain the impact of 'personalisation' on the social care sector
2.2. Care Quality Commission (CQC) inspection process	**2.2.1.**	Explain the reasons for inspection, the key drivers and legislation that are linked to it
	2.2.2.	Identify which types of organisations are subject to registration and inspection by CQC
	2.2.3.	Explain the fundamental standards of quality and safety
	2.2.4.	Explain how the five key questions for the inspection structure may impact on your organisation
	2.2.5.	Explain the implication on the organisation of each grading that can be given at inspection
	2.2.6.	Explain how to prepare for inspection, what information is required and who needs to be involved
2.3. Role of the nominated individual	**2.3.1.**	Identify who the nominated individual(s) is/are within your organisation
	2.3.2.	Explain the role of the nominated individual for CQC purposes and how this differs from that of the registered manager role
	2.3.3.	Explain how and when the 'fit and proper person' criteria apply
2.4. Range of regulation process	**2.4.1**	Identify the range of regulation processes pertinent to your organisation and how they impact on the organisation
	2.4.2.	Identify the range of information required for each process
2.5. Governance and accountability	**2.5.1.**	Outline the governance mechanisms within your organisation
	2.5.2.	Identify your position of accountability within the governance structure and your key areas of responsibility
	2.5.3.	Explain how agreed ways of working such as protocols, policies and procedures relate to governance and accountability

Communication

This standard is about communication which is a key aspect of social care work.

It's important that all managers act as role models in their organisations, demonstrating a high level of personal communication skills. In addition the standard is about managing communication systems and processes.

As a manager you'll have responsibility for ensuring that information management systems are appropriate and effective for your setting. The standard relates to the range of written processes that are likely to be within your responsibility, for example for organisational purposes, staff management and for support provision. It may include information requirements for audit and registration purposes.

Confidentiality is a key area for working in social care. The standard also includes gaining an understanding of the correct application of the Data Protection Act which is vital when sharing information. But it shouldn't be used to prevent sharing with other agencies to support direct care and should be used in connection with Caldicott principles. The growth of integrated service provision demands greater attention to information sharing protocols between organisations and to information governance. Government policy has outlined the importance and increasing need for information sharing between organisations at a local level.

Leadership Qualities Framework links

- **Working with others** - Building and maintaining relationships / Encouraging contribution
- **Creating the vision** - Communicating the vision

Main area	Knowledge requirement	
3.1. Communicating effectively with others	**3.1.1.**	Explain the need to demonstrate empathy, taking into account the needs and feelings of others in your communication
	3.1.2.	Explain the importance of 'active listening' when relating to people who need care and support, carers, relatives, staff and other people with whom you work
	3.1.3.	Explain how different forms of communication can benefit the delivery of different types of information in different settings
	3.1.4.	Explain how communication can be made accessible for a range of different needs
	3.1.5.	Explain the importance of effective reporting and recording systems in supporting individuals to achieve positive outcomes
3.2. Systems for information management	**3.2.1.**	Describe the features and purpose of information management systems in your setting
	3.2.2.	Describe your role and the role of others in ensuring effective communication systems
	3.2.3.	Explain how to evaluate communication systems and how to identify alternative approaches that may need to be adopted
	3.2.4.	Explain how information governance principles may support your organisation to keep information safe and secure
3.3. Information sharing	**3.3.1.**	Explain legal and ethical issues arising from the need to maintain confidentiality
	3.3.2.	Explain processes for gaining consent for sharing of personal information from people who need care and support in your organisation
	3.3.3.	Explain how effective information sharing protocols between organisations can support continuity of care for people who need care and support
	3.3.4.	Explain how failure to share information could have devastating impact for people who need care and support

Relationships and partnership working

This standard relates to the importance of building relationships and partnerships as part of your role.

The national driver towards integration has a great impact on this standard as it's important that all social care organisations recognise the benefits of working with partners to enhance the support they offer. These may be other professionals or other organisations, but the standard indicates that people you support, their relatives and carers should also be seen as key partners in service provision.

It's the role of the manager to model effective relationships with people who access support, their families and their carers. Co-production is important to ensure that personalisation is embedded in service delivery. The standard highlights the role of carers as important partners in delivering person centred services.

The standard also includes exploring the 'communities' in which the service operates. Care homes are communities in their own right. However they're also part of a wider community and it's widely acknowledged that good links with that wider community can enhance the quality of life for those who are supported. Other social care organisations can also benefit by encouraging links with their local communities for people they support.

Leadership Qualities Framework links

- **Working with others** - Developing networks / Building and maintaining relationships
- **Managing services** - Managing people

Main area	Knowledge requirement	
4.1. Partnership working	**4.1.1.**	Identify the range of individuals, organisations and community groups that can contribute to achieving positive outcomes for the people you support
	4.1.2.	Define the benefits of networking in building effective partnerships and relationships, including local communities for your organisation / work setting
	4.1.3	Identify the features of partnership working to deliver better outcomes for people you support
	4.1.4.	Identify how you might ensure the effectiveness of the partnerships in which you are involved
	4.1.5.	Define your role in managing external relationships in the context of partnership
4.2. Managing relationships	**4.2.1.**	Explain your role and responsibilities in managing internal and external relationships and how you might manage challenges within relationships
	4.2.2.	Explain the importance of sharing expertise and challenging views when working in collaboration with others
	4.2.3.	Explain how to support others to recognise the value of co-production, recognising the contribution and expertise of individuals, carers and families
	4.2.4.	Explain how to implement systems that engage individuals and those important to them for day to day practice, decision-making and review
4.3. Working with carers	**4.3.1.**	Explain the importance of continuing an on-going dialogue with carers in meeting the requirements of people you support
	4.3.2.	Identify the relevant sections of the Care Act relating to carers and their rights
	4.3.3.	Explain how you would support others to recognise the contribution that carers make to the well-being of individuals

Person-centred practice for positive outcomes

This standard relates to providing person-centred support which brings about positive outcomes for people who need care and support.

The Care Certificate gives an understanding of the value of working in a person-centred way with individuals you support. Working in a person-centred way with dignity and respect is essential to maintain quality of life for the people we support. Individuals must be given opportunities to express their needs, desires, preferences and wishes for a service that is personal to them. Social care workers need to be creative in finding solutions to provide a person-centred service which offers dignity in an environment where a number of people are being supported together.

This standard looks at the relationships between outcomes-based practice and person-centred practice and how relationships shape this. As a manager you have the responsibility to lead and support others to provide outcome-based and person-centred support. Positive outcomes ensure a high quality of life for the individuals, their families and carers and a quality working environment for your staff.

Leadership Qualities Framework links

- **Demonstrating personal qualities** - Acting with integrity
- **Working with others** - Encouraging contribution
- **Managing services** - Managing people
- **Improving services** - Ensuring the safety of people who use services

Main area	Knowledge requirement	
5.1. Outcomes-based and person-centred practice	**5.1.1.**	Explain why good practice must be both outcomes-based and person-centred and how relationships shape this
	5.1.2.	Explain how outcomes-based and person-centred practice can result in positive changes and greater choice and control for individuals' lives
	5.1.3.	Indicate how compliance with legislation and policy effects outcomes-based practice and person-centred practice in your setting
	5.1.4.	Explain how active participation contributes to well-being and the achievement of positive outcomes
5.2. Leading outcomes-based and person-centred practice	**5.2.1.**	Define your role in leading others to implement person-centred and outcome-based practice in the context of relationships
	5.2.2.	Explain how to develop a culture to enable the organisation to support individuals to achieve outcomes
	5.2.3.	Explain the need to listen to the views of the people who use your service and to respond positively
	5.2.4.	Describe your role in leading the implementation and review of improvements to systems, processes and practice
5.3. Diversity, equality and inclusion	**5.3.1.**	Outline the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility
	5.3.2.	Define own role in promoting practice to champion diversity, equality and inclusion
	5.3.3.	Define own role in providing others with information about: ■ the effects of discrimination ■ the impact of inclusion ■ the value of diversity
	5.3.4.	Explain how you would support others to challenge discrimination and exclusion

Main area	Knowledge requirement	
5.4. Continuous quality improvement within your organisation/ work setting	**5.4.1.**	Explain the meaning of continuous improvement for your organisation and your own responsibility in this
	5.4.2.	Describe how you could capture evidence to demonstrate quality and how that can be used to apply further quality improvement
	5.4.3.	Outline how you could develop a culture of responsibility for quality assurance within your whole staff group
	5.4.4.	Explain how to measure the impact of changes made as identified in quality improvement processes
5.5. Developing a culture of continuous improvement	**5.5.1.**	Explain how a safe and trusting culture where views of all are valued might support continuous improvement
	5.5.2.	Explain the whistleblowing procedures in your organisation
	5.5.3.	Explain how you might support a whistleblower following a revelation they may have made
	5.5.4.	Explain how the organisation collects evidence of effectiveness of processes and protocols
	5.5.5.	Explain how accidents, incidents, errors and near misses are identified, reported and investigated within the organisation
	5.5.6.	Explain how information collected can be used to reflect, review and improve procedures to reduce occurrences of accidents, incidents, errors and 'near misses'

Professional development, supervision and performance management

This standard covers professional development, including supervision and performance management processes within your organisation/setting.

It's recognised that some managers do not carry this responsibility but it is still important for all managers to understand these processes. The Care Certificate recognises the value of learning and development and reflective practice for improving the skills of all workers to increase the quality of service provided. This standard ensures the manager recognises their vital role in promoting and addressing these issues by developing a culture of learning in the organisation. The issues of literacy, communication and numeracy skills are recognised as important in social care and must be addressed at all levels of the workforce. The standard also recognises the growing importance of digital skills as technologies are increasingly adopted for direct care and in organisational processes.

The standard includes the manager responsibilities for performance management and covers supervision and appraisal as substantial elements relating to this role. In order to be most effective, professional supervision needs to be structured and planned with good feedback to support performance.

The standard also refers to the difficult issues of conduct, disciplinary and grievance procedures which can often be complicated and distressing, and need careful and skilled handling.

Leadership Qualities Framework links

- **Demonstrating personal qualities** – Continuing personal development
- **Managing services** – Managing performance / Managing people

Main area	Knowledge requirement	
6.1. Professional development	**6.1.1.**	Outline your responsibility as a leader to support the overall development of the social care workforce through a range of methods, e.g. Apprenticeships, internships, qualifications
	6.1.2.	Explain your responsibility for identifying and ensuring learning opportunities to meet development objectives and reflect personal learning style
	6.1.3.	Explain how to identify quality learning that is current and effective and will lead to positive change in the service
	6.1.4.	Outline potential challenges and constraints to professional development
	6.1.5.	Explain the importance of a professional development plan
	6.1.6.	Explain how to ensure a culture where new learning can be applied in the service, the importance of learning transfer and how the impact can be measured
	6.1.7.	Explain how to measure and evaluate the effectiveness of the selected learning opportunities to ensure they make a positive contribution to the services provided
6.2. Developing appropriate literacy, numeracy and digital skills	**6.2.1.**	Explain the importance of literacy, numeracy and digital skills in the range of roles in social care
	6.2.2.	Explain how you might assist others to assess their level of literacy, numeracy and digital skills in relation to their work and how to access support for further development of these skills
6.3. Professional supervision	**6.3.1.**	Explain key principles of effective supervision
	6.3.2.	Describe the scope and practice of supervision in adult social care
	6.3.3.	Describe how to plan, revise and review objectives for supervision
	6.3.4.	Explain how you could adapt own approaches to supervisions in light of feedback from supervisee and others
	6.3.5.	Describe how equal participation can be managed within support and supervision
6.4. Performance management	**6.4.1.**	Define your organisation's formal and informal processes for managing performance
	6.4.2.	Describe your role in addressing conduct and performance issues
	6.4.3.	Explain the discipline and grievance procedures in your organisation and your role in that, if any
	6.4.4.	Describe how supervision can be used to inform performance management

Resources

This standard highlights resource management as an important aspect of management in social care. This is often not considered until there are difficulties and limitations in the available resources.

Resources may include finance, equipment, buildings and staffing - for example, having plans in place to cover staff emergencies, preferably before the emergency happens, is vital. Financial governance is included in this standard as an important aspect of any organisation which needs to be understood by all managers, whether or not it's their specific responsibility. The standard includes the concept of sustainability as a key aspect of managing resources. Everyone has a responsibility to take these issues seriously for the sake of the organisation and the service provided. A manager can both lead and support this process.

Capacity and capability are key to a successful social care organisation. This standard has a core element of recruitment and retention. Recruiting enough staff of the right quality is a very important aspect of being manager. Retaining them is even more vital. Recruitment can be an expensive and disruptive process, and for most organisations their largest investment is their staff. It's worth getting it right and to be effective it must be value based.

Leadership Qualities Framework links

- **Managing services** - Planning / Managing resources / Managing people / Managing performance
- **Improving services** - Ensuring the safety of people who use services / Critically evaluating
- **Setting direction** - Applying knowledge and evidence / Evaluating impact

Main area	Knowledge requirement	
7.1. Resource management	**7.1.1.**	List a range of resources for which you have responsibility
	7.1.2.	Explain the importance of using sustainable resources and your role in promoting this in your setting
	7.1.3.	Describe how to order / acquire resources in known area of responsibility
	7.1.4.	Explain the importance of identifying priority areas for resource allocation in your own area of responsibility
7.2. Finance management	**7.2.1.**	Outline your own responsibility and accountability for financial management
	7.2.2.	Describe the finance management systems within your own work setting / organisation
	7.2.3.	Outline sources of funding that are used to construct the budget in your own area of responsibility
7.3. Human resource management	**7.3.1.**	Describe the relationship between the staff structure and service outcomes
	7.3.2.	Explain how to manage appropriate staffing in a fluid environment / situation
7.4. Value based recruitment and retention polices	**7.4.1.**	Describe the importance of effective value based recruitment in resource management
	7.4.2.	Describe the importance of ensuring employment practices are free from discrimination and harassment in your service
	7.4.3.	Identify induction requirements for the staff for whom you have responsibility
	7.4.4.	Describe the impact of effective professional development on recruitment and retention issues
7.5. Performance management of the service	**7.5.1.**	Explain how to capture and analyse data and information from a range of sources to understand performance of the service that you manage
	7.5.2.	Explain how the information collected might be synthesised to reflect, review and improve services and resource management

Safeguarding, protection and risk

This standard develops your awareness of safeguarding signs, symptoms, factors around abuse and responses to abuse so you have deeper understanding of your own responsibility to lead and manage others in safeguarding practice.

Linked to this you need to manage and develop a whole service that promotes risk awareness and effective risk management rather than one that is risk averse, whilst at the same time maintaining safety for all. Choice and control for people who need care and support is important for maintaining their independence and wellbeing, as well as an understanding of mental capacity and how to assess.

The standard introduces the concept of 'restrictive practices' when discussing safeguarding, choice and control and risk management. It's important to understand complaints and whistleblowing relating to safeguarding and how these can support continuous improvement in quality of the service provided including learning lessons when things go wrong. The standard includes wider consideration of whistleblowing and the need to have systems in place to report, investigate and analyse accidents and incidents, errors and 'near misses' to identify areas for change and to develop recommendations which deliver safer care and support.

N.B. 8.2 Safeguarding children: All people who work in social care have a responsibility to ensure the safety of any children and young people who may come into contact with their service even if the service is adult focussed. As a manager you need to understand your responsibility to support others to do this. All who work in social care of any form have a 'duty of care' for children as well as the adults they may support.

Leadership Qualities Framework links

■ **Improving services** - Ensuring the safety of people who use services

Main area	Knowledge requirement	
8.1. Promoting safeguarding and protection	**8.1.1.**	Define your role in providing information to others, including people you support, carers, relatives, staff and other colleagues on: ■ indicators of abuse ■ measures that can be taken to avoid abuse taking place ■ steps that need to be taken in the case of suspected or alleged abuse
	8.1.2.	Describe the importance of the balance between respecting confidentiality and ensuring protection and well-being
	8.1.3.	Identify how to promote service provision that supports people to assess risks and make informed choices
8.2. Responding to suspected or alleged abuse of children and young people whilst working with adults	**8.2.1.**	Explain why everyone has a responsibility to act on concerns about the abuse of a child or young person
	8.2.2.	Explain the actions to take if: ■ there are concerns that a child or young person is being abused ■ a child or young person alleges that they are being abused
8.3. Health and safety	**8.3.1.**	Explain your role in policies and procedures relating to health and safety in the organisation
	8.3.2.	Explain how you might support others to comply with health and safety policies and procedures
	8.3.3.	Explain how you might develop systems to evaluate health and safety policies, procedures and practices
8.4. Use of restrictive practices	**8.4.1.**	Explain how to meet an individual's needs with dignity and respect in a way that minimises the risk of harm to the person being supported and the person implementing the intervention
	8.4.2.	Explain definitions of restraint and when it should be used, including the issues of 'hidden restraint'
	8.4.3.	Identify potential situations where restraint might be used acknowledging that it should only be used only in proportion to the risk of harm and wherever possible should be a last resort

Main area	Knowledge requirement	
8.5. Performance management of the service	**8.5.1.**	Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints including the role of the Local Government Ombudsman
	8.5.2.	Describe how to support individuals who might be reluctant to raise concerns and make complaints
	8.5.3.	Explain the system used within your organisation to ensure concerns and complaints are addressed effectively
	8.5.4.	Explain your role in supporting workers for whom you have responsibility to deal with concerns and complaints
8.6. Positive risk taking in the context of person-centred and outcome-based practice	**8.6.1.**	Define the values, principles and standards that need to be considered in developing a model risk-taking policy
	8.6.2.	Explain how to support others to balance individual's rights and choices with delivering duty of care
	8.6.3.	Explain how to create and lead a culture that manages risk effectively rather than becoming risk averse
	8.6.4.	Identify how to evaluate own practice in promoting a balanced approach to risk management
	8.6.5.	Explain how the effectiveness of policies and procedures for positive risk taking can be evaluated formally rather than anecdotally
8.7. Mental capacity	**8.7.1.**	Explain what support you may need to assess mental capacity and ability to give consent
	8.7.2.	Explain the key factors of the Mental Capacity Act Deprivation of Liberty Safeguards that would need to be addressed in your organisation
	8.7.3.	Explain the role of advocacy under the Mental Capacity Act

Manage self

This standard develops understanding of how to develop self-awareness by examining your own values, principles and assumptions, while also learning from your experiences. It identifies the need to be able to organise yourself to perform your own role effectively, while also taking account of the needs and priority of others.

The standard is important as managers act as role models to those they manage within their organisations.

As a leader and manager, you will need to uphold personal and professional ethics and values, taking into account the values of the organisation and respecting the culture, beliefs and abilities of individuals.

The standard looks at developing strategies to manage own behaviour and emotions and how to manage own workload to ensure reliability, dependability and excellent role modelling. It's important that you take steps to develop your own continuing professional development according to your development needs as well as undertaking the responsibility of supporting others.

The standard also includes consideration of how managers can 'champion' the vision of the organisation. It looks at the importance of a shared vision, how managers can express passion about the work and how they can challenge attitudes and actions which do not match the vision.

Leadership Qualities Framework links

- **Demonstrating personal qualities** - Developing self-awareness / Managing yourself / Continuing personal development / Acting with integrity
- **Creating the vision** - Embodying the vision

Main area	Knowledge requirement	
9.1. Self-awareness	**9.1.1.**	Explain how own values, belief systems and experiences can affect working practices
	9.1.2.	Describe how own emotions can affect behaviour of self and impact on others
	9.1.3.	Identify how own actions and behaviours affect the behaviour of others
	9.1.4.	Identify sources to obtain feedback about own values, behaviours and actions
9.2. Managing own behaviour	**9.2.1.**	Identify how to ensure own actions reflect a high standard of personal integrity
	9.2.2.	Identify strategies for managing own emotions when interacting with others
	9.2.3.	Describe how to adapt own communication in response to feelings and communication of others
9.3. Management of own workload	**9.3.1.**	Describe strategies and tools that can be used to identify own priorities for work
	9.3.2.	Describe strategies and tools to reduce stress levels, to build own resilience and to support own wellbeing whilst meeting responsibilities of role
	9.3.3.	Identify when and how to delegate responsibilities to others
9.4. Own personal development	**9.4.1.**	Explain how to identify own areas for further development
	9.4.2.	Explain tools and strategies that might be adopted for own personal learning
	9.4.3.	Describe how digital technology can be used to enhance own efficiency
	9.4.4.	Explain how you will measure the impact of own learning undertaken
9.5. How to champion the vision of the organisation	**9.5.1.**	Explain the importance of a shared vision within your staff team and how to promote that
	9.5.2.	Explain how own words and actions, both formally and informally, can demonstrate personal passion for the vision of the organisation
	9.5.3.	Describe how to challenge views, actions, systems and routines that do not match the vision

Decision making

This standard reflects a key component of a manager's everyday life. This understanding underpins most of the other standards which call upon decisions to be made in specific relation to those standards.

It's crucial that managers are able to make effective decisions based on an accurate understanding of the circumstances. Managers need to know how to collect evidence and then to appraise evidence before them. They need to understand how to make timely decisions, consider the effects of those decisions and know how to communicate them confidently. They need to regularly check understanding of that communication to ensure that decisions are clear.

It's important that decisions are evidence based and not just based on anecdotal evidence. Using data collection and analysis can support effective decision making. Decision making is crucial in all aspects of a manager's work and they'll need to make decisions required to uphold other standards.

This standard supports an understanding of the process of decision making which can then be applied in all situations. The reviewing and monitoring of the impact of those decisions is also important for continuous learning for the manager.

Leadership Qualities Framework links

- **Managing services** - Planning
- **Improving services** - Critically evaluating
- **Setting direction** - Making decisions

Main area		Knowledge requirement	
10.1.	**Purpose and process of decision making**	**10.1.1.**	Identify situations where decision making may be required
		10.1.2.	Explain key stages in a decision making process whether formal or informal
		10.1.3	Explain how to research information to be used to inform and influence decision making
		10.1.4.	Identify sources of information that can be used to inform and influence decision making
10.2.	**Making decisions**	**10.2.1.**	Explain the different meanings of 'data, 'information' and 'intelligence' and how each contributes to decision making
		10.2.2.	Explain the purpose and benefits of gathering and respecting other people's contributions to the decision making process, including those people who need support, their families and carers
		10.2.3.	Explain how to be proactive and engage with colleagues during the decision making process
		10.2.4.	Explain how to review information provided in order to make a decision
		10.2.5.	Explain how to structure evidence, ideas and recommendations to maximise their effectiveness
10.3.	**Communication when making decisions**	**10.3.1.**	Understand how to present rationale and conclusions to others using accurate and current information
		10.3.2.	Identify a range of stakeholders to whom the decision may need to be communicated
		10.3.3.	Listen to other people's feedback and record for future evaluation
10.4.	**Reviewing decision making process**	**10.4.1.**	Explain how to review the decision-making process and to assess contributions made to the decision making process
		10.4.2.	Explain how to monitor the effects of decisions and identify learning points

Entrepreneurial skills and innovation

This standard explores the area of managing and growing the business.

The social care sector is constantly changing and it's important that businesses, both large and small, adapt to the changing market, whether that's due to economic reasons or to redesign of services due to changing needs and requirements of the people you support.

Entrepreneurial skills are of growing importance in managing social care businesses. Many of the skills and knowledge identified as 'entrepreneurial' are covered in other standards, e.g. managing resources and being resourceful, partnership and network working, recruiting, training and managing effective staff, and self-reflection. In addition a successful entrepreneur needs to have focus and the ability to spot new trends as well as a passionate desire for improvement.

It's recognised that some managers have no responsibility for determining change and growth, but nevertheless all managers need to understand the concepts and to manage change, even if it's imposed from outside.

The standard introduces the concept of change management and also considers the market in which the organisation operates, asking you to consider the effectiveness of the service in the current market to ensure sustainability of the organisation.

Leadership Qualities Framework links

- **Improving services**
- **Setting direction**
- **Creating the vision** - Developing the vision for the organisation / Influencing the vision of the wider health and social care sector

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Main area	Knowledge requirement	
11.1. Wider market of social care provision	**11.1.1.**	Describe the relationship between the current market and service provision within your setting
	11.1.2.	Describe how to use data and information to work with others to identify innovative ways of growth in your setting to meet the wider market
	11.1.3.	Identify ways of sustaining any growth and development in your market provision
11.2. Entrepreneurial aspects	**11.2.1.**	Explain how to set up processes that will help you to spot new trends in social care and to evaluate how these might be incorporated into your business.
	11.2.2.	Explain how your current networks can support development of the business
	11.2.3.	Explain how to create an entrepreneurial culture in your organisation
	11.2.4.	Describe how to develop a sustainable plan for business development or redesign
11.3. Importance of vision	**11.3.1.**	Explain how a vision for the organisation is crucial in driving quality and in sustaining service delivery
	11.3.2.	Explain how engagement with key influencers, including people who need care and support and their relatives can shape vision development and effectiveness
11.4. Change management	**11.4.1.**	Identify the changing nature of adult social care and the impact of current developments on your role as a manager
	11.4.2.	Describe the importance of working with others in the effectiveness of managing change processes
	11.4.3.	Explain how to evaluate and review the impact of changes that have been introduced

Supporting registered managers

Registered managers are a key professional group of leaders. They're pivotal in workforce development and ensuring the delivery of services underpinned by the principles of personalisation, protection, dignity and choice.

There are around 21,000 registered managers listed with the Care Quality Commission (CQC) who have responsibility for running an adult care service in England.

Although there is no professional statutory register, CQC regulations expect registered managers to have a core set of skills, a health and social care leadership level 5 qualification and experience of working in the sector. It's their job to provide leadership and ensure their registered organisation meets CQC quality standards.

The Manager Induction Standards can ensure that new and aspiring managers have a firm foundation as they begin to develop the core skills and knowledge required by CQC.

The regulations expect leaders and managers to ensure that high-quality and person-centred care is delivered. They expect them to support learning and innovation and to also promote an open and fair culture. The Manager Induction Standards cover all of these areas, encouraging managers to consider wider issues to support them to meet the CQC regulations. In addition they can support innovative practice directing the manager to think outside of the box in leading a quality service.

How the standards link to other products

Care Certificate

The MIS refer specifically to the roles of managers in adult social care settings. They don't cover knowledge about how to practice in a general social care role – the Care Certificate contains this knowledge at induction level, describing what is needed to work safely and effectively. The Care Certificate should be completed by all workers new in post in adult social care.

Usually, new managers come into post with previous experience of social care so already have the knowledge and competence outlined in the Care Certificate.

Managers who are new to social care will find the Care Certificate relevant to support their understanding of working in the sector, which is vital to managing and leading a team to deliver good quality care. The MIS (2016) assume that the manager has all the information contained within the Care Certificate.

Leadership Qualities Framework

The Leadership Qualities Framework (LQF) describes what good leadership looks like in a variety of settings and situations and demonstrates. Its aim is to show how good leadership behaviours can be developed at all levels from the frontline to the boardroom.

The MIS have been revised with the LQF in mind. The standards link closely to the LQF but they are very different tools.

The LQF is a resource for leaders at all levels in social care and aims to identify and develop leadership qualities. The MIS specifically begins to equip managers as they start a new role, addressing the issues they may face in the role. For managers they complement each other.

From the MIS to the Level 5 Diploma in Leadership in Health and Social Care

Induction is not a qualification. Similar to the Care Certificate, the MIS list what a new manager should achieve before being regarded as fully inducted into his or her new position.

The MIS are knowledge and they don't require any demonstration of skills (competences) - although demonstration might be a way of evidencing knowledge.

At the end of induction, the assessor (such as the new manager's line manager) should complete the certificate to say the MIS have been completed. The certificate has some value as external evidence, but it's not a qualification.

Whether the evidence produced in the MIS process can later be accepted for any qualification, such as the level 5 Diploma in Leadership in Health and Social Care, is for the official assessors of the qualification to judge. But if the new manager has good evidence of learning and assessment from their MIS process, they should seek to have it included as a contribution to any later diploma assessment. Skills for Care's **'Becoming the new manager'** workbook provides a great opportunity for managers to maximise evidence of learning through the MIS and to support further qualification assessment without having to repeat learning.

If the manager progresses to the level 5 diploma it will be the diploma assessor's responsibility to decide whether the level of answer they have recorded for their induction is sufficient for the diploma unit they are being assessed against. If it's not, the answer may need to be topped up to the appropriate level. More information about the diploma can be found at **www.skillsforcare.org.uk/learning**.

The Manager Induction Standards have the same headings as the newly developed level 5 specification and the content in both has been aligned to ensure straightforward mapping. This will support progression from the standards to the qualification and should ensure that learning only has to be done once and not repeated.

Culture toolkit

Skills for Care's **culture toolkit** explains why culture is so important, shows the business benefits and provides activity sheets and scenarios to help you get it right.

Having a positive workplace culture is key to ensuring that your organisation is providing high quality care and support.