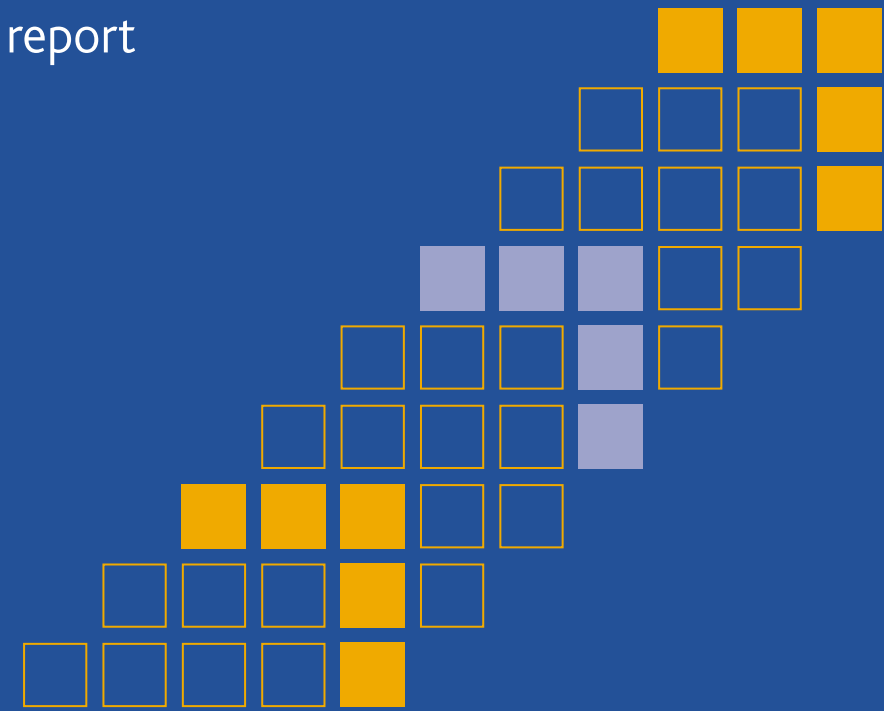
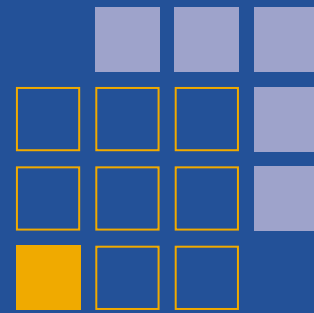


summary report



managers and leaders:

raising our game



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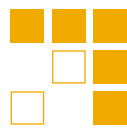
Introduction

The Council for Excellence in Management and Leadership (CEML) was appointed to develop a strategy to ensure that the UK has the managers and leaders of the future to match the best in the world.

The brief was wide ranging, embracing both management and leadership needs across the public and private sectors.

The Council has adopted an inclusive approach; involving a wide range of individuals in different Working Groups and Task Forces and working in partnership with existing bodies and organisations to ensure that the outcomes enhance existing knowledge, suggesting solutions that add value and enrich current provision.

This summary report highlights key findings and the recommendations that are being proposed to the Secretaries of State for Education and Skills and for Trade and Industry.



Overview

Management and leadership deficiencies are frequently cited as a cause of poor productivity and performance. Good management and leadership are fundamental to achieving sustainable growth and enhancing the nation's economic performance. However, there is widespread agreement that high quality management and leadership skills are in short supply throughout the UK's workforce. This is the crucial issue addressed by the Council.

Superficially, there is no apparent shortage of supply of management qualifications and learning opportunities but, on investigation, it is apparent that much of the provision is mixed in quality, inflexible and fails to meet the needs of consumers effectively, be they a large or small organisation or an individual.

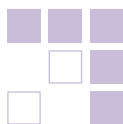
The Council for Excellence in Management and Leadership has a clear vision that underpins all the recommendations made in this report:

By 2010, the UK will be seen as a world leader in developing and deploying management and leadership capability for the 21st century. In all sectors and at all levels, individuals will have the understanding, knowledge and skills to enable them to grasp the right opportunities and innovations for the UK in a rapidly changing and interconnecting world of marketplaces, communications and social and environmental challenges. Through powerful and strategic partnerships, our considerable resource for developing managers and leaders will sustain our performance at world-class level.

This is a real challenge and one that will require the government to make a significant commitment to supporting and resourcing the recommendations of the Council. UK competitiveness is vital for economic stability and sustained prosperity. As a nation, we must take action now to ensure our position as a global player in the future.

The Council has three core strands to its strategy:

- To improve demand for management and leadership development from both organisations and individuals
- To improve the supply and delivery of management and leadership skills, by proposing reforms to the supply of education and training, beginning in school and going right through an individual's working life
- To see a step-change in the linkage between demand and supply.



Strand 1: Improving demand for management and leadership development

Raising demand nationally

To stimulate demand, we must first achieve recognition of the links between management capability and competitiveness and between management education and business performance. We are suggesting the construction of a framework of measures that enable us to track progress in the UK's management and leadership capability. This framework forms the basis of our future strategy for several key reasons:

- It provides the means of measuring and tracking the nation's management and leadership progress
- Future education and training strategy can be developed against this framework
- It forms the basis of self assessment and diagnosis – collectively and individually
- It will enable organisations to collect information, measure and report on progress.

Recommendation 1

A National Framework of Indicators of the UK's management and leadership capability to be developed, sponsored by Government through the DTI and the DfES, to promote the importance of developing good managers and leaders.

The proposed framework will make use of key indicators including:

- The development of management capability
- The depth and breadth of management capability
- The application of capability
- Business activity and outcomes
- Benefit to individuals.

This framework is a crucial starting point for making clear the link between management and leadership development and improved productivity and performance.

It is essential that it be underpinned by rigorous research and that it is well communicated and publicised.

Recommendation 2

The Economic and Social Research Council (ESRC) to commit to funding research for the development of theories and models aimed at improving the link between management and leadership capability and economic performance.

The Council also believes that there is real benefit in supporting national reporting by encouraging companies and other major employers to report on their own performance. Environmental reporting is now widespread, with best practice organisations evaluating their environmental impact and setting clear targets for the future in an open and transparent manner. Encouraging and enabling organisations to produce management and leadership reports will be crucial to ensuring that more attention is paid to the contribution which management and leadership capability makes to organisational competitiveness.

Recommendation 3

The voluntary corporate reporting of management and leadership capability for public and private sector organisations is promoted through appropriate bodies like the Chartered Institute of Personnel and Development (CIPD), Investors in People (IIP), the Institute of Chartered Accountants in England & Wales (ICAEW), with support from Government.

This could become an element within a wider proposal for human capital accounting and reporting. The increased focus on the need to assess and report on risk identified in the Turnbull Report and by the Association of British Insurers; the emphasis on 'evidence-based reports on whatever is material to the future success and prosperity of the organisation' as suggested in the Company Law Review, and the Kingsmill Report, support the principle of reporting on current and future human resource issues within the organisation, in which management and leadership plays an important part.

The Council proposes that an effective toolkit to enable organisations to assess their management and leadership capabilities should be developed, building on CEML work by organisations such as the Chartered Institute of Personnel and Development, (CIPD) and the Institute of Chartered Accountants in England and Wales, (ICAEW). Corporate reporting should be widely reported and an index of companies reporting on their management and leadership capability should be introduced to encourage assessment and reporting by an increasing number of corporates.

Recommendation 4

The framework of measures to enable organisations to report on their management and leadership capability, developed by CEML, is tested, refined and promoted within public and private sector organisations.

The Council is also concerned to promote Leadership Best Practice as part of its mission to improve leadership capability in organisations. We published a Leadership Best Practice Guide for Organisations in September 2001. The principles of the Guide have subsequently been evaluated by a separate research project conducted by Demos on behalf of the Institute of Management. This research has confirmed that there is a strong relationship between the systematic implementation of leadership development and organisational performance.

Recommendation 5

Leadership Best Practice Guide for Organisations developed by CEML is promoted through multiple channels, including the Department for Trade and Industry/CBI Fit for the Future Campaign, the Public Sector Leaders Forum, the Chartered Management Institute, the Industrial Society's Campaign for Leadership, the Institute for Leadership and Management.

The Council has developed its recommendations in partnership with a number of existing organisations and has sought to work with them to implement the proposals. Investors in People (IiP) already works with organisations employing nearly a quarter of all employees, with a further 14% working in organisations committed to achieving the standard. We therefore are determined to build on those relationships and have worked with IiP to implement the recommendation below, capitalising on its well-established brand.

Recommendation 6

IiP to develop an optional leadership development module for Investors in People organisations drawing on the Leadership Best Practice Guide; and promote it widely through its normal channels.

These recommendations have been developed by a number of organisations from the public and the private sectors. For them to be successful and sustainable, it is important to continue to enable relevant organisations to work together.

Recommendation 7

Leadership Development Best Practice networks are established to share and develop best practice by the Chartered Management Institute, The Industrial Society, ILM, for example.

These networks (led, for example, by the Chartered Management Institute through its Leaders Panel, the Industrial Society's Campaign for Leadership, the Institute for Leadership and Management) will be crucial to building on the initial impetus achieved by the Council and ensuring that the recommendations become widely embedded in policy and practice. They, addressing an obvious national shortcoming, can tackle key issues such as diversity in the management cadre or the measurement of management and leadership capability.

Stimulating demand with small businesses

Many of these recommendations are more relevant to large organisations and it is essential that we stimulate demand in small enterprises (less than 50 employees) as well. Small businesses are the backbone of the British economy accounting for 99% of all businesses, 37% of UK turnover and 44% of private sector employment. Their needs are very different from those of medium and large organisations and must be addressed for future prosperity.

The Small Firms Working Group consisted of several entrepreneurs who worked together to devise a series of recommendations. The Working Group also invited a Taskforce of Intermediaries to meet and assess their recommendations, conducting initial pilots to ensure that the proposals were effective, realistic and achievable.

There is a plethora of Government funded initiatives for small firms – estimated to cost £600

million a year – but these are apparently driven by Government agenda and are not seen to meet the needs or demands of small businesses and entrepreneurs. The key to success is to join entrepreneurs in their own world, providing support that reflects their own personal aspirations and enables them to take ownership of their own development.

"You have got to start with a clean sheet of paper and you've got to start developing things that entrepreneurs and small businesses actually feel are appropriate and stop packaging solutions that have been developed elsewhere for large companies and just throwing them at small firms and hoping they work." Entrepreneur.

The approach outlined for entrepreneurs and small businesses falls into four key areas:

- Stimulating demand
- Enabling entrepreneurs to assess priority needs for themselves and their staff
- Sign-posting entrepreneurs to potential solutions
- Establishing a network of intermediaries and development partners to drive the agenda.

Recommendation 8

Stimulate demand among entrepreneurs using a range of different approaches including :

- Promotion of a self-assessment, diagnostic tool
- Recruitment of intermediaries to promote and encourage use of this tool
- Promote success stories of fellow entrepreneurs.

At the heart of our recommendations for small businesses, lies the need for entrepreneurs to take ownership of their own development needs. To encourage this, we have developed a self-assessment diagnostic tool – the Business Improvement Tool for Entrepreneurs (BITE) - to enable entrepreneurs to understand their own, and their staff's, development needs and priorities.

Recommendation 9

Enable entrepreneurs to assess priority development needs.

To engage entrepreneurs, it will be important to market BITE and other self-assessment diagnostic tools through existing networks, organisations and business advisors. We therefore would encourage partner branding of BITE.

If diagnostic tools are to meet the defined needs of entrepreneurs, they must meet some minimum criteria:

- Help entrepreneurs to explore their own management and leadership strengths and needs
- Non-experts can administer them
- Provide sign-posting to a range of learning opportunities – formal and informal, not just a particular product
- Keep the entrepreneur in the driving seat.

Recommendation 10

Sign-post entrepreneurs to potential solutions.

Entrepreneurs are extremely time poor and therefore it is crucial to capitalise on their initial interest and enthusiasm effectively and immediately through a sign-posting system to enable them to identify development opportunities that are appropriate.

Again, a number of criteria for a successful sign-posting system have been identified to ensure that it meets the needs of the entrepreneur, rather than being another iteration of the existing supply model.

Recommendation 11

- Government to implement the demand-led approach of 'joining entrepreneurs in their world'
- Recruiting networks of intermediaries from the public and the private sectors
- Providing funds for a widespread marketing campaign
- Incentivising and stimulating demand for informal learning
- Setting up accountability, governance and monitoring framework.

To achieve real progress with small businesses, it will be essential to enlist the support of the intermediaries they work with and trust. We propose the recruitment of a network of intermediaries from the public and private sectors through a widespread marketing campaign, to distribute and administer BITE and other diagnostics and to signpost entrepreneurs to formal and informal learning opportunities.

We also need to incentivise and stimulate the supply of informal learning. We recommend that a substantial Challenge Fund for Informal Learning is created to support and enhance networks and clusters and other quality informal learning opportunities.

The process needs to be managed by a Taskforce of intermediaries, supported by the Small Business Service and the Learning and Skills Council. An appropriate accountability, governance and monitoring framework needs to be established to empower the Taskforce to achieve results.

Stimulating demand amongst individuals

Organisations – large and small – will be crucial to stimulating demand for improved management and leadership skills but, alone, they will not succeed. It is also vital to stimulate personal demand amongst individuals, encouraging and enabling individual citizens to take responsibility for their own development needs.

Nowhere is this more true than with the professions, particularly given that as many as 5 million people in the workforce are professionally qualified and a high proportion of them exercise some degree of management and leadership responsibility. We have developed a number of recommendations for engaging professions and professional associations in the quest for improved management and leadership.

The 'irreducible core' has been developed by the Professions Working Group to be the starting-point, challenging professional associations to consider how effectively their current programmes include this set of abilities.

Recommendation 12

Professional Associations to introduce elements of management and leadership development into their pre-qualification and continuous professional development programmes (whether compulsory or voluntary).

The Council believes that business schools could play a bigger part in supporting the professional bodies' adoption of management and leadership modules. Business schools working with Professional Associations should ensure that management modules count towards both the professional and the management qualification. Similarly, Business Schools should recognise modules from professional qualifications for professional applicants to academic courses.

Management professional associations can also help stimulate demand amongst their members and play a pivotal role in helping achieve the nation's goals. The award of the Royal Charter to the Institute of Management creates a new opportunity to enable individuals to gain public recognition for their management capability through Chartered Management status. There is a real need to motivate more managers to improve their performance and other management professional associations are important in this process.

Recommendation 13

The Management Professional Associations (for example, the Chartered Institute for Personnel and Development, the Chartered Management Institute, the Chartered Institute for Purchasing and Supply, the Chartered Institute of Marketing, the Institute for Leadership and Management) should develop a joint strategy to encourage a higher percentage of managers either as individuals or through their organisations to undertake regular continuous professional development in management and leadership skills.



Strand 2: Improving Supply

The Council has identified a significant need to improve the quality of supply of management and leadership learning opportunities. Currently, the best match the best in the world but there is a very long tail of under-performance. Bearing in mind the current and future scale of need, particularly as demand is stimulated through our earlier proposals, the supply does not adequately meet the current need, let alone future needs.

Better preparation for the future

As well as improving today's workforce, it is vital that we build a better quality workforce of the future, equipped with a basis of management and leadership skills as they enter the workforce. Focussing on tomorrow's workforce now will, undoubtedly, help us achieve ambitious goals more effectively.

Recommendation 14

DfES to review the extent to which leadership skills can be fostered within the 14 – 19 curriculum as an important contribution to the UK's future competitiveness; the scope for more extra-curricula activities fostering leadership skills to also be investigated.

Leadership skills can be fostered and encouraged through both school and extra-curricula activities. We believe that the focus should be on skills such as risk-taking, enterprise, taking the initiative and motivating others. Arts, sport and community activities are all-important breeding grounds for early leadership development.

Students following a vocational pathway should equally be able to take management and leadership options to enhance their employment skills and opportunities, for example by including appropriate management and leadership units in Modern Apprenticeship frameworks. A similar acquisition of work-life skills should be made available to all undergraduates. Basically, we are looking to raise our game by improving the foundation of management and leadership skills acquired by young people in conjunction with their other professional, vocational and academic training.

Recommendation 15

Undergraduates of all disciplines to have the option of acquiring some management and leadership skills; Government should explore with HE institutions how this may be achieved.

These recommendations are at the heart of building the workforce of the future, enhancing the talent pool from which managers and leaders are developed. Increasing the level and breadth of skills as people enter the workforce will have a profound impact on performance in the future.

Improving the customer focus of providers

Our work has also identified a key need for Business Schools and other providers of management education to develop a better understanding of employers' and customers' needs. This needs to be strategic and long term with a particular focus on the global marketplace.

Recommendation 16

The proposed Strategic Body for Management and Leadership (see Recommendation 30) considers the case for a National Forum to improve dialogue between business schools, other providers and their corporate customers.

At a practical level, we think more could be done to improve the ability, specifically of FE College teachers and private providers to interact effectively with corporate customers.

Recommendation 17

Courses to be developed for provider staff in FE and in the private sector by the Learning and Skills Development Agency to enable them to understand better the business context of management and leadership development opportunities.

The Council believes that it is important for the Learning and Skills Council to reflect the priority we give to carrying out advisory and diagnostic functions, in their funding of providers.

Qualifications to meet managers and leaders needs

It is, of course, crucial to consider the area of qualifications and ensure that they are fit for purpose. The Council's work has exposed gaps in the current occupational standards for management, particularly relating to leadership skills, and these must be addressed.

It is also important that knowledge combined with practice is embodied in the standards to make them valued far more widely than previously. They need to take account of employers' needs for flexibility, customisation and relevance in different contexts.

Recommendation 18

The current review of occupational standards for management should:

- Reflect the full range of management and leadership skills which are needed
- Properly reflect and identify both knowledge and understanding and the ability to apply them
- Engage HE providers, as well as non-HE
- Ensure they can be turned into curricula in ways which are flexible, can be customised, placed in the context of a specific industry sector, and are recognised by industry.

With substantial reform, as recommended, management standards should lie at the heart of the on-line sign-posting system that we propose (Recommendation 29). It will be important that all providers of management and leadership education and development map their learning outcomes against these reformed standards. Individuals and organisations will then be able to assess the value and quality of the range of learning opportunities and the on-line sign-posting system will be valued, useful and relevant to individuals and organisations alike.

The standards should also incorporate the development of skills to enhance in-company learning including skills to coach and encourage others to learn, in support of other aspects of our strategy, particularly the emphasis that we place on informal learning. If the standards can meet the above criteria, they will be a powerful tool for ensuring the supply of relevant, high quality learning opportunities for the future.

We are also keen to ensure that management and leadership learning is spread across other occupations, drawing from the new management standards.

Recommendation 19

The Sector Skills Development Agency and the Management Standards Centre, working with the Sector Skills Councils and the Qualifications and Curriculum Authority (QCA) and its equivalent bodies, to allow for the inclusion of a limited range of management and leadership units (including team working) in any occupational qualification at Level 2 and above.

We are also keen to encourage flexibility to suit employers and employees needs. We therefore also recommend that qualifications which recognise the achievement of a range of units including management and leadership competence, should be made available to those who want them.

Undergraduate and postgraduate level education in business schools also needs to be enhanced to provide more leadership development and practical work experience. This will enable the theoretical knowledge gained to be contextualised, making it more attractive and relevant for employers.

Recommendation 20

Business schools should be strongly encouraged to incorporate into their curricula for first degrees in Business and Management studies practical skills combined with work placement, and to include in their MBAs the development of leadership skills.

There is evidence that work placements and projects are being squeezed out as student numbers rise and faculty time is stretched. The Council therefore proposes:

- Where undergraduate courses can demonstrate that work placements have been combined with the course, the funding band is increased to take account of the resource implications

It is essential that the undergraduate achievement of business and management studies is valued by employers as an applied discipline and is not seen as a soft academic option. At post-graduate level the challenge is to improve the well-established brand with more added value and we therefore recommend:

- Business Schools with Accrediting Bodies strengthen the application of knowledge and the development of practical leadership skills within the MBA.

Strengthening diversity in developing management and leadership abilities

There is generally a need for greater flexibility to enable people to acquire qualifications in smaller, more digestible chunks and to enhance the value of informal learning opportunities. We are concerned to promote a plurality of routes to management learning that improves access to all academic, vocational and professional qualifications. But we also need to enhance opportunities for informal, non-qualification learning, recognising that for many this is a more favoured route to improving their management and leadership skills. We therefore favour a two-pronged approach. First, promoting all routes to management development.

Recommendation 21

All certificates and diplomas in management and vocational qualifications are promoted to improve the management learning opportunities and progression for practising managers.

For this to happen, it will be important that the frameworks for management qualifications and vocational qualifications are brought together to make it easier for people to progress via different entry routes to suitable learning opportunities of their and their employers' choice. The on-line sign posting will provide another important way of improving the transparency of progression opportunities for individuals and organisations.

Second, to enhance capacity to meet demand, including the facility for quality informal and in-house learning, by enhancing opportunities at a regional level, linked to economic development. There is a need to establish a strong bridge between the national priority of improving management and leadership development and the regional priority of economic development. This will help address our concern to improve quality, enhancing the interaction between supply and demand, providing demand-led solutions and supporting in-house and informal learning.

Recommendation 22

Centres of excellence in management and leadership to be developed on a regional basis, with support from LSC and appropriate bodies, to overcome fragmentation and ensure that management and leadership provision meets future needs.

This proposal is modelled on the Centres of Vocational Excellence. These proposed Centres would help us achieve our objectives in a number of different ways:

- Develop best practice in management and leadership learning, in-house and externally
- Encourage providers to deliver learning in a variety of ways
- Build capacity in informal learning opportunities – to meet the needs of small businesses particularly – including the development of facilitated cluster networks
- Co-ordinate interaction with economic development agencies
- Act as centres of excellence for other vocational areas.

In-house training, mentoring and coaching are vital elements of the current and future provision of management and leadership development opportunities. It is therefore vital that this is recognised in developing future strategy.

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Recommendation 23

The proposed Centres of Excellence in management and leadership should be required to set out plans for identifying and spreading good practice in developing the in-house capacity of employers in their area

- That Awarding bodies should incorporate coaching and mentoring skills, and the skills to facilitate a learning environment, into their courses, building on the recommendation within the new Management standards
- That the relevant Inspectorates should be asked to report on how well providers develop in-house capacity of the organisations which they work with.

Improving management teaching, research, knowledge transfer

In order to provide high quality, relevant management and leadership learning, the quality of teaching must be improved, partly by encouraging a wider range of people, with relevant experience and expertise, to become involved in teaching.

Recommendation 24

Government and other agencies (the Foundation for Management Education, for example) to support the development of new initiatives to improve the rate of entry to management teaching and its quality, and to improve cpd for management teachers and trainers.

There are barriers to encouraging a more diverse range of teachers and it is important that these barriers are addressed and overcome. For example, the Council suggests a number of proposals:

- Government to recommend to all universities that they permit business academics to retain a specific volume of consultancy earnings each year to increase both take-home pay and practical experience of working in industry
- A properly resourced structure for the continuous professional development of lecturers and trainers in management and leadership is developed by professional and development bodies across the UK; this should include spending time in businesses of different size and type.

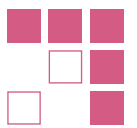
The Council has found little innovation in management teaching practices and is concerned that there is better understanding of the relationship between teaching, learning and management practice. It therefore recommends that the ESRC works, in collaboration with management education providers and users, to establish a management learning research project to inform teaching and learning practices.

Recommendation 25

ESRC in collaboration with management education providers and users should establish a management learning research programme to improve understanding of the process of management learning.

The ESRC has already responded to recommendations made by the Council in its interim report published in June 2001, and has allocated funds to a new Management Research Initiative, along the lines we proposed. Developments are in place in a number of areas:

- To establish a Management Research Forum to engage both users and management researchers
- To create a programme of International Visiting Fellows
- To focus on management research, not necessarily from management schools
- To establish a new Researchers' Development Fund and mid-career UK Fellowships.



It will now be important that the new initiative produces results to improve the value of management research, particularly for consumers. The Council would therefore stress that management research is re-directed towards an agenda that is responsive to the needs of practising managers.

Recommendation 26

Management Research is re-directed towards an agenda that is responsive to the needs of practising managers; that knowledge transfer from researchers to practitioners is made a high priority by those commissioning and evaluating research; that practising managers are closely involved in setting the research agenda, assessing research proposals and being active partners in the research process.

The Council is concerned by the limited access to new knowledge that exists in many teaching and training organisations. It is essential to encourage the rapid flow of research findings to all teachers of management in both higher and further education.

Recommendation 27

Mechanisms for transferring leading-edge research into teaching should form part of all continuous professional development for teachers in business and management.

World Class Business Schools

The Council has considered the case for more world class business schools in the UK to act as a beacon for developing managers and leaders to compete with the best in the world. Whilst there are some star performers amongst British business schools, there are many that are not performing at the highest level. It is argued that UK schools cannot compete on a level playing field internationally because of their limited resources, and the constraints on salary levels and staffing. Clearly this needs to be addressed if we are to ratchet up the UK's management and leadership capability.

Recommendation 28

More autonomy for Business Schools within the University sector should form the focus of a constructive dialogue between Business School Dean, University Vice-Chancellors and Principals and in consultation with the Higher Education Funding Council for England and its equivalents in the UK.

Strand 3: Linking demand and supply

In order to realise our vision of supply and demand becoming a 'powerful partnership for excellence', it is essential to forge stronger links between demand and supply.

With existing and new technology, the Council believes that it will be possible to create a web-based sign-posting system for management and leadership that joins up individuals, organisations and providers in a dynamic network.

It will also bring the range of suppliers directly in touch with many more potential consumers of their products and service, enhancing their business development opportunities.

Recommendation 29

An on-line sign-posting system for management and leadership learning is developed, according to the requirements outlined by the Council; and that, as a first step, the proposal is proofed and costed with engagement by large and small users, learndirect and other providers.

For the scheme to be effective it will need:

- To provide a comprehensive solution to the mismatch between demand and supply
- To gain widespread buy-in and not be the province of one or other groups of providers or purchasers
- To be simple and user-friendly
- To include formal and informal, qualification and non-qualification learning opportunities.

The Council believes that this sign-posting system will provide the essential infrastructure that is needed to increase demand, establish a responsive supply-side and facilitate the dynamic learning environment needed for the future.

Making it happen

The Council has worked with a wide range of organisations and individuals to help develop its conclusions and recommendations. However, there is no one organisation that can take forward these proposals in their entirety and champion the future of management and leadership skill development in the UK.

Recommendation 30

A strategic body for management and leadership is established by Government that has the following key functions :

- To set realistic targets for raising management and leadership capability
- To identify priorities for action by Government, relevant delivery agencies and key stakeholders
- To monitor the level and changing nature of demand against the adequacy of supply, jointly with the funding bodies, Sector Skills Councils, Learning and Skills Councils
- To report to Government, on at least an annual basis, progress against the goal of developing a spread of management and leadership skills and of developing sufficient managers and leaders
- To report progress being made against the Council's recommendations.

The new body should be employer-led, with a Council (or Managing Committee) to reflect key interests without being formally representative of them. It will be appointed for an initial 5 year period with the intention that within 5 years, the strategy developed by the Council will be properly embedded across the system and that key targets will have been achieved.

Conclusions

The relationship between high quality management and leadership abilities and sustainable economic growth and productivity is strong. The UK currently lacks the skills and learning opportunities needed to ensure the nation's place as a dynamic growth economy.

This report makes thirty specific recommendations on actions that must be taken with support and resourcing from central government.

These recommendations fall into three key areas:

- To improve demand for management and leadership development
- To improve supply and provide lifelong learning opportunities
- To see a step-change in the links between demand and supply.

We are confident that these recommendations provide a clear route for the nation to fulfil its aspirations and potential as a significant global economic force.