Management and Leadership Framework

Do OD session – 15th July

The NHS management and leadership standards address long-standing concerns flagged in the Messenger and Kark Reviews while preparing the NHS for future challenges. They provide a robust framework to ensure all NHS managers and leaders demonstrate excellence, drive improvements in care quality, create inclusive and psychologically safe environments, and maintain consistent and effective practices across the organisation.

Why are the Management Standards Needed?

The new management standards are needed to:

- **Address Variability:** Currently, there is inconsistency in leadership and management practices across the NHS, which impacts the quality of care and staff experience. Unified standards will ensure consistency in expectations and performance.
- **Clarify Expectations:** A single set of standards will define what good leadership and management look like, providing clarity and alignment across all levels of the NHS.
- **Improve Leadership Quality:** By establishing clear benchmarks, the standards aim to enhance the skills, behaviors, and competencies of leaders and managers, ensuring they are equipped to meet the demands of a rapidly evolving healthcare system.
- **Support Accountability:** Clear standards create a framework for appraisals, promotions, and professional development, making accountability more transparent and measurable.
- **Build Public Trust:** Strengthened management practices ensure that patients, staff, and stakeholders have confidence in the leadership of the NHS.

How Will the Standards Help Managers and Leaders in the NHS Demonstrate Good Practice?

The standards will help NHS managers and leaders by:

- **Providing a benchmark for excellence**
- **Embedding inclusive and collaborative leadership**
- **Offering structured development opportunities**
- **Identify areas for growth and celebrate successes**
- **Emphasise integrity and accountability, ensuring leaders act transparently and ethically.**

They will also ensure consistency in the Standard of Management and Leadership:

- **Unified Expectations:** A single, national set of standards ensures consistency in leadership practices across regions and organizations, reducing variability in management quality.
- **Accredited Training and Appraisals:** Mandatory training programs and aligned appraisal systems ensure all managers are meeting the same high standards.
- **Organisational Alignment:** By tying leadership practices to strategic goals, the standards ensure that leaders across the NHS work collaboratively to achieve consistent outcomes.

Managers and leaders working in the NHS and in healthcare can use these Standards and Competencies to ensure that they understand their role and responsibilities as a manager or leader, including knowing what is expected of them to support the continued success of the NHS' strategic goals and priorities, demonstrating a commitment to its vision and mission, and role modelling the core principles of the Management and Leadership Code for Health and Social Care.

Who is in the Consortium?

As the consortium lead, CMI has a proven track record of successfully designing and developing leadership and management frameworks across the public and private sectors, accrediting training and chartering individuals to turn accidental managers into conscious, inclusive leaders.

As the professional home for medical leadership in the UK, FMLM have designed/developed leadership standards for the healthcare sector. These standards underpin the principles of the General Medical Council's (GMC's) Good Medical Practice and the guidance in Leadership and Management for all doctors, clinicians and healthcare leaders.

FNF has provided leadership development opportunities for nurses and midwives for 90 years. With a reach of over 250,000 nurses and midwives, including 120 Chief Nurses as members, FNF supports the convening of key stakeholder consultation groups for effective co-creation. We are also leading engagement with social care colleagues, AHPs, and non-clinical leaders and managers.

KPMG have experience in developing competency and skills-based frameworks, guidance and standards across the private and public sectors including for the NHS Leadership Academy, and the Nursing and Midwifery Council (NMC).

NHS LEADERSHIP & MANAGEMENT FRAMEWORK DEVELOPMENT: PROJECT PLAN ON A PAGE
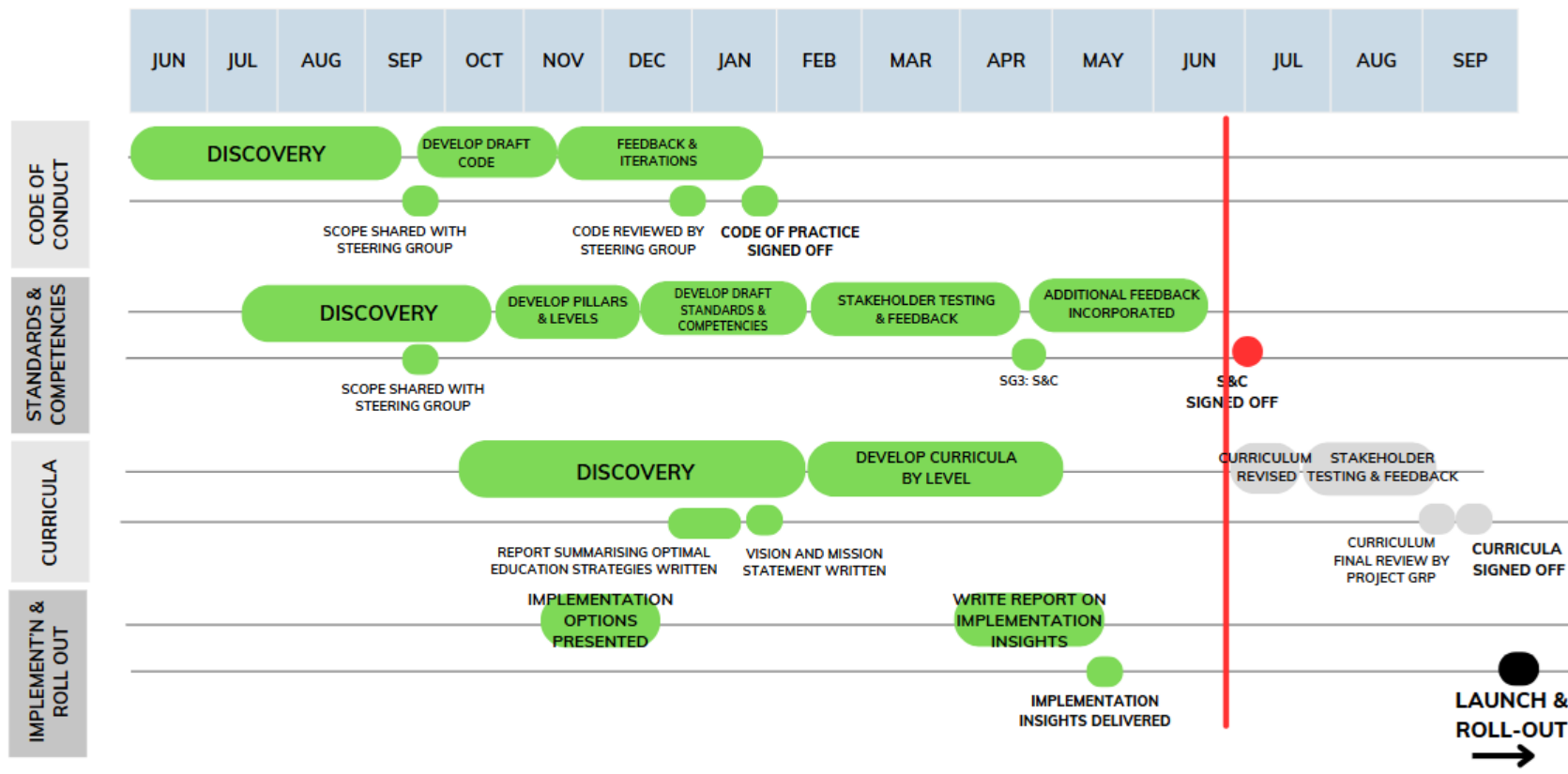
The 5 Stages of the Management and Leadership Framework

Fundamental Stage

This stage outlines the essential competencies expected of every manager and leader who holds responsibility for the outcomes of others, regardless of their level of seniority or specific role.

It also supports employees preparing for their first steps into a management or leadership position by setting out the minimum standard and expectations for those managing or leading in health and care settings.

Stage 1: New and First-Line Managers and Leaders
This stage supports individuals in their first supervisory, leadership, or management role, typically with responsibility for just one team or line of accountability.

The competencies help new and first-line managers and leaders understand what is expected of them as they begin to take responsibility for the work of others, in addition to their own.

Stage 2: Mid-Level Managers and Leaders
This stage supports individuals who have been operating as managers or leaders for a number of years.

The competencies enable these experienced professionals to navigate the bridge between senior leadership and frontline delivery, aligning team performance with broader organisational goals.

Stage 3: Senior Managers and Leaders
This stage supports individuals working at a senior management level.

The competencies enable these established leaders to translate organisational strategy into action, lead larger or more complex areas, and influence across functions or systems.

Stage 4: Executive Managers and Leaders
This stage supports individuals operating at the most senior level of their organisation, including Executive Directors, Non-Executive Directors and Board Members.

The competencies enable these leaders to set strategic direction and vision, shape organisational culture, and collaborate with peers and stakeholders to deliver national and ministerial priorities.

The Management & Leadership Code For Health & Social Care

ACCOUNTABILITY

Managers and leaders must:
Own their actions and decisions to achieve the best outcomes and experiences for the people they lead, manage and serve. Guided by justice and fairness, they work autonomously while holding themselves and others to account.

COLLABORATION

Managers and leaders must:
Foster respectful, trust-based relationships that harness diverse perspectives and reach beyond team and organisational boundaries. They create an inclusive, people-centred, and future-focused environment, acknowledging everyone's contributions, listening to every voice, and guiding others through change.

COMPASSION

Managers and leaders must:
Create inclusive, respectful environments where individuals feel valued, safe, heard, and supported to grow and thrive. Rooted in self-compassion and guided by courage, wisdom, and justice, they nurture a culture of belonging, continuous learning, and collective responsibility that improves outcomes and experiences for all.

CURIOSITY

Managers and leaders must:
Maintain a mindset of continuous inquiry, reflective practice, and a passion for learning. By using evidence, embracing diverse perspectives, and encouraging innovation, they challenge assumptions, adapt approaches, and improve outcomes for the people they lead, manage, and serve.

INCLUSION

Managers and leaders must:
Lead by example and consciously champion equity, diversity, fairness, and ethical practice. Creating a culture of belonging ensures everyone feels safe to be themselves, while actively challenging injustices, discrimination, bullying, or harassment.

INTEGRITY

Managers and leaders must:
Role model the values in this Code through their actions and behaviours, even in challenging circumstances. By acting with honesty, transparency, and high professional and ethical standards, they remain true to themselves, their colleagues, their organisation, and the people they serve.

Standards and Competencies *(still pending final sign-off)*

The Standards and Competencies are separated out into 3 focus areas, and within those into 9 competency groups;
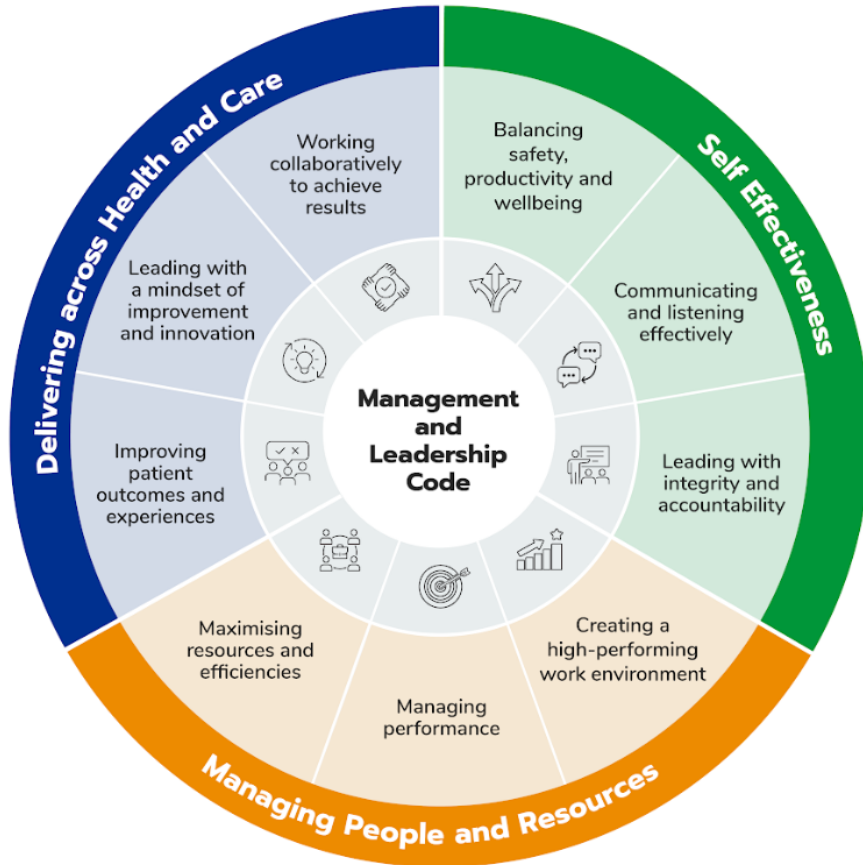
Vision Statement for the NHS Management and Leadership Standards
Empowering current and future leaders to excel, by driving the shift towards patient-centred community-based care, accountable preventative strategies, and innovative digitally-enabled services.

Mission Statement for the NHS Management and Leadership Standards
To define a clear developmental pathway for management and leadership which cultivates accountable, innovative, and collaborative leaders.

The Competencies within the Management and Leadership Framework

Self Effectiveness

Balancing safety, productivity and wellbeing
- Prioritise for productivity
- Keep safe and develop wellbeing strategies
- Commit to continuing professional development

Communicating and listening effectively
- Communicate with mindfulness
- Encourage open dialogue and feedback
- Influence, negotiate and manage upwards

Leading with integrity and accountability
- Take accountability for my actions
- Be visible, transparent and present
- Manage with civility and compassion

Managing People and Resources

Creating a High-Performing Work Environment
- Create a sense of engagement
- Support people to feel safe in the workplace
- Manage challenging circumstances

Managing Performance
- Provide purpose and vision
- Manage performance
- Manage conflict and sensitive conversations

Maximising Resources and Efficiencies
- Allocate and optimise resources
- Manage public money
- Use data, evidence and critical thinking

Delivering Across Health and Care

Improving patient outcomes and experiences
- Respond to patient safety, needs and preferences
- Prioritise people-centred care to deliver a quality service
- Apply compliance, governance and policy to improve patient outcomes

Leading with a mindset of improvement and innovation
- Drive continuous improvement and innovation
- Engage with technology and innovation
- Support others through change

Working collaboratively to achieve results
- Build impactful relationships
- Lead a collaborative team
- Share good practice

Curriculum Review Approach

1) Rather than running detailed surveys (which would be extremely long, detailed and unwieldy), we will be inviting stakeholders to be part of Review Days, where they dial into virtual meetings to edit and refine the curriculum live on a call.

1) These will take place once a week starting in July and August:
    - Monday: Preparation
    - Tuesday: Review Day
    - Wednesday - Friday: Changes implemented

1) We will then create a report that summarises the activity in these meetings, to present alongside the curricula at submission.

This approach would allow for a combination of both generalised feedback that speaks to the pitch and timbre of the curricula, and in-depth feedback on language, specific terminology and examples.

It also reduces the need for stakeholders to process lengthy documents of complex and detailed information at once in order to effectively complete the feedback process.

Curriculum Example

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Balancing safety, productivity and wellbeing	Prioritise for Productivity	I regularly prioritise tasks using effective methods, focusing on what adds most value. I adapt to changing demands and support others to work efficiently and sustainably.	Apply practical prioritisation tools (such as the urgent/important matrix or time-blocking) to organise tasks effectively, focusing on high-impact activities and reducing time spent on low-value work.
				Adapt your approach to changing demands by regularly reviewing your workload, renegotiating priorities, and supporting others to do the same in team settings.
				Reflect on how your productivity is influenced by task load, energy levels, and environmental factors, using this awareness to improve focus, efficiency, and sustainable performance.
Example Instructor directed activities	**Eisenhower Matrix Workshop** Introduce the urgent/important matrix to prioritise tasks. Have participants categorise work tasks into the four quadrants. Discuss how focusing on important-not-urgent tasks improves productivity and reduces stress. **Toyota Production System Case Study** Present Toyota's lean principles to eliminate waste and improve safety and efficiency. In groups, analyse how these can be adapted to healthcare workflows to boost productivity and wellbeing. **NHS Staff Wellbeing Initiatives Review** Share NHS trust case studies on wellbeing programs like Schwartz Rounds or wellbeing hubs. Facilitate discussion on impact, barriers, and steps to embed similar initiatives locally.			
Example Individual directed activities	**Personal Prioritisation Log** Keep a daily log for one week categorising tasks by urgency and importance. Reflect on how prioritisation affected productivity and wellbeing, noting chances to delegate or delay low-value work. **Wellbeing Self-Check and Action Plan** Complete a wellbeing self-assessment (e.g., NHS Staff Health and Wellbeing Framework). Choose one or two strategies to implement personally or with your team, setting SMART goals for the next month. **Continuous Development Diary:** Maintain a diary of feedback, new skills, and development activities. Reflect weekly on how these support your growth and service improvements, and plan next steps.			

Any questions?