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# INVESTORS IN PEOPLE ASSESSMENT REPORT

## BSix Brooke House Sixth Form College

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Investors in People Assessor

On behalf of Capital Quality Limited

March 2010



IMPROVING PERFORMANCE THROUGH PEOPLE



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## ■ Introduction

This report details the feedback from the initial Investors in People Assessment of the BSix Brooke House Sixth Form College that was carried out in March 2010. The report sets out the findings and makes recommendations as to how the school can use the Investors in People extended framework to continue working towards achieving its objectives.

Having carried out the assessment process in accordance with the guidelines provided for Assessors by Investors in People UK, the Assessor is totally satisfied that the BSix Brooke House Sixth Form College meets the requirements of the Investors in People National Standard.

As this is a first assessment the organisation wished to focus on the core Standard. During the discussions at the planning meeting there were many areas that the organisation could have utilised the six additional evidence requirements to gain additional feedback on or to address an issue. The importance of continuous improvement and work life balance were included in the assessment plan as these seem to be two areas of specific interest to the college. Prior to the onsite days Steve Poland contacted the Assessor and confirmed the additional evidence requirements that would maximise the added value of the review were:

1.7 - Top Managers make sure the organisation has a clear set of core values that support its vision and purpose.

1.13 - Manager's can describe the organisation's core values and what it means to the way they are expected to manage.

1.19 - People can describe the organisation's core values and what it means to the way they are expected to work.

These evidence requirements were chosen to explore whether the Code of Professional Practice and core values of the organisation were understood and making an impact on the way in which things are done at the college. The college also want to include evidence requirements:

7.8 - Top managers can describe how they have created a culture where people aim for continuous improvement.

7.11 - Managers can give examples of they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works to improve performance.

7.18 - People believe they can challenge the way the organisation works to improve performance and can give examples of how they or others have done so.

These evidence requirements were chosen to explore whether the Strategic Aim 1 - To raise achievement and standards for all students and staff was working in practice. Feedback on these additional evidence requirements can be found on page 12.



During the headline feedback the format of the report was discussed with the Principal and Vice Principal and it was decided that it would be beneficial for the report to be written against the employee engagement model as identified by the Macleod report - *Engaging for success*" A copy of this has been supplied under separate email by the Assessor.

During the discussion with the Principal when the Assessor asked him *"Apart from gaining the Investors in People accreditation what would you most like to achieve from the assessment"* he responded *"Feedback on work life balance and the importance of what it means for the college"* When appropriate this was explored during the discussions and feedback can be found on page 14.

I would like to thank everyone at the organisation for the way in which I was welcomed, with particular thanks to Steve Poland for organising my time on-site so effectively and a special mention for Geeta Joshi who kept the Assessor fed and watered.

Above all, I would like to thank those who participated in the discussions for their time, enthusiasm, energy and the open, honest and interesting discussions, all of which ensured that the assessment was a pleasure to carry out.

## ■ Executive Summary

The BSix Brooke House Sixth Form College is an organisation that is now well placed to address its five challenges as identified in the Self Assessment Report updated in November 2009. These were identified as:

### 1. The restructuring of the leadership team

The leadership and management of the college was recognised throughout the assessment by people at all levels as being inspirational and were often referred to as 'leading by example and role models' There were a few referrals to the variances of the people management strengths of various heads of departments. However, this was not said with any malicious but more in the spirit of support. This is to be expected given the short period of time that the current structure has been in place. Numerous examples were found of how development has been provided for the Senior and Middle Managers.

### 2. Improving the quality

People consistently spoke about the provision of resources and how these have vastly improved which has helped them to feel valued and recognised. It was evident that processes are in place to ensure that quality is maintained in terms of managing resources and for managing the increased numbers of students through the tutor groups and case conferences. One strategy has been to utilise agency staff, whilst this maybe a short term cost effective approach, it may cause the quality to be comprised in terms of consistency for students. The Assessor has seen the 'Cover Supervisor' approach used in many educational establishments as a long term cost effective response to the need for quality and consistency for students it can also be used as a development opportunity for staff who are considering a career in teaching.



### 3. Increasing student numbers

The Assessor is unable to comment on the funding situation. However, evidence was found about the support for students and staff is impacting on maintaining the quality and student numbers refer to point 4. The current number of student applications for the 2010 - 2011 academic year is 1000 against 109 at the same point in time in 2009 and people are generally aware of the five year recovery plan and the need for increased marketing of the college.

### 4. Maintaining quality and student numbers

It was evident that the appointment of a Director of Student Experience together with the strong message about supporting student performance through the pastoral route; the tutor surgeries, case conferences; classroom management training; behaviour management training; liaison with external agencies; the training sessions delivered by the SEAL Coordinator; the learning and behaviour policy; Academic Performance Procedure; Menu of Support for Students and the expelling of seven students are all playing a part in the cohesive approach in maintaining the quality and student numbers.

### 5. Maintaining the external interest in BSix and therefore improving student numbers

The appointment of the External Relations and Recruitment is the primary strategy for ensuring that the profile and interest of BSix is maintained. Her objectives have been clearly set and from the feedback received during the assessment she is on target with the figures of 900 offers made from 1500 applications in 2009 to the current position of the projected figure of 1500 offers being made from 2500 applications.

Involvement, empowerment and autonomy are core to the Principals engagement strategy. Throughout the assessment people consistently commented that they generally have complete responsibility and ownership of their ideas and are fully supported to put these into practice, providing that they contribute to student achievement, organisational or personal objectives. To further develop this strategy the Senior Management Team (SMT) may wish to work towards an enterprise culture as the Assessor believes that this would support the current management style and objectives. **Refer to Annex C - Traditional Culture versus Enterprise Culture and Annex D - How Investors in People Creates Engaged Employees**

The organisations evaluation process is strong at the strategic level; however, this level of evaluation is not as robust at other levels. The bottom line of any learning is about improving performance; this is a given. People at all levels acknowledged that whilst there is a great deal of data within the organisation about levels of performance, that currently this is not directly linked back to learning and development activities and interventions. This is an area that requires strengthening to ensure that the organisation knows and understands what its return on its investment in learning and development is and how this has helped to improve performance and ultimately achieve the business objectives. Refer to the attached documents under **Annex E - Kirkpatrick's learning and training evaluation**

During the discussions the Assessor asks when appropriate the question "What would you like the organisation to start; stop or continue" Below is the feedback from this question: -

#### ■ Start

- ⇒ *"Being stricter on sickness"*
- ⇒ *"Updating student data process"*
- ⇒ *"More focus training activities"*

#### ■ Stop

- ⊗ *"Taking the easy option for staff management, it's getting better because HR is changing"*
- ⊗ *"A few years ago there would have been tonnes of things I would have been able to say should be stopped. Now there is nothing as we have addressed the things we needed to"*
- ⊗ *"The sheep dip courses we need more specific training for individuals and teams"*
- ⊗ *"The quality of the food in the canteen decreasing and the prices increasing"*

#### ■ Continue

- ✓ *"Improving and giving teachers the opportunity to develop their skill sets to enable them to progress internally or externally"*
- ✓ *"The aspiring leadership programme, it works"*
- ✓ *"Empowering us to do the job with support as needed"*
- ✓ *"More of the same in terms of leadership and management"*
- ✓ *"The sense of team work that comes from the Principal"*
- ✓ *"More discussions with staff like the SMT did at first, they are good but could still improves"*



## ■ Feedback on specific objectives

**Shared decision making** where employees and teams have a clear understanding of what the organisation must achieve and how the organisation works and operates (the way we do things around here)

### Positive Practice

The college has put a number of processes in place to ensure that people know and understand the organisational, team and individual objectives. The level of clarity about the BSix objectives is initiated through the improvement planning process, which is fully inclusive. People spoke with genuine enthusiasm for what the organisation is aiming to achieve. They explained that they were all asked for input into the initial plan and have ongoing involvement through the regular meetings that are detailed in the staff handbook.

BSix have developed a set of working principles and practices that is centred on the Codes of Professional Practice and an inclusive ethos which clearly outline the expected behaviours of all those who work at BSix. It was evident throughout the assessment that these are at the core of the way the organisation works and that people relate to these. The values and behaviours are present in the way that the organisation operates and it was relatively simple for the Assessor to identify these when people were giving examples of what they are expected to achieve and how they are supported to achieve organisational, team and individual objectives. Throughout the discussions people consistently referred to the three mottos of:

1. Aspire, study, achieve
2. High standards for all
3. BSix, a university for teachers

People explained that the 'Every Child Matters' (ECM) agenda is genuinely at the heart of the college and this is consistently applied to staff and students and fits neatly into the three mottos. It was also relatively easy for the Assessor to link the Code of Professional Practice and the 2020 Children and Young People's Workforce Strategy - the next stage of ECM. The level of engagement of people at all levels was impressive and helps to ensure that the college is well placed to achieve its 5 year recovery plan.

### Potential Development Areas

From the evidence gathered during the assessment it would appear that there is the opportunity for the College to use the additional evidence requirements (ER's) as recognition for the processes it already has in place around the strategic planning processes e.g.

1.7, 1.11, 1.13, 1.17, 1.19 & 1.24 - Clear core values relating to vision and strategies - *Refer to page 12. The Assessor believes that the college is already meeting these ER's*

1.9, 1.15 & 1.21 - KPI's are used to improve performance - *KPI's are referred to in terms of student outcomes and lesson observation grades. Other evidence may be in place but no direct evidence was sought during the assessment*

1.8, 1.14 & 1.20 - People and stakeholders are involved in the strategy development - *The Assessor believes that the college is already meeting these ER's*



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**The opportunity for team members to influence the planning process** ranging from high level decisions to routine day-to-day decisions about their own job leading to creating more meaningful roles

#### Positive Practice

The inclusive culture of the college together with the communication processes and meeting structure clearly enables people to have input and ownership for the decision making process. People spoke about being asked for ideas and suggestions and how they will be listened to and used as a sounding board for how things can be improved.

People also spoke about the vast range of skills, knowledge and experience that is present in the organisation and how they can tap into this to improve their own performance and to develop their roles in the organisation. People specifically referred to the benefits of working with each other and the differing opportunities that this provides and how this has led to them being able to take on additional responsibilities. People frequently commented that at BSix they have been given opportunities that they would wait years for in other organisations

People also explained that they are constantly encouraged to raise their game and that this was achieved through the attention to achieving the optimum learning outcomes for the students.

#### Potential Development Areas

From the evidence gathered during the assessment it would appear that there is the opportunity for the college to use the additional evidence requirements as recognition for the processes it already has in place around who people are involved in the decision making and learning and development processes e.g.

2.5, 2.8 & 2.12 - Learning and development strategy builds the capacity of the organisation - *The SMT are clear about what skill sets are required to enable the college to achieve its objectives and who either has these or can develop them*

2.9, 2.13 & 2.14 - People are helped to make decisions about their own learning - *No direct evidence other than the LPMS was found to support these ER's*

2.7, 2.11, 2.16 & 2.17 - There is a culture of continuous learning- *These ER's were evidenced by the development planners for teaching and service staff*

7.6, 7.7, 7.12, 7.13 & 7.17 - Effective consultation and involvement is part of the culture - *The meeting structure enables consultation to take place.*

7.9 & 7.15 - People are trusted to make decisions - *Trust is a given within the organisation and individuals make decisions on a daily basis to enable the student outcomes to be delivered*

7.8, 7.11 & 7.18 - People can challenge the way things work - *Refer to page 13*

7.19 - There is a sense of pride in working for the organisation - *This was evident throughout the discussions. People like to be associated with a successful organisation that has had to work hard to achieve its success and which they have been part of.*



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**A robust approach to communicating that leads to a mutual understanding across the organisation of the important part people play in its success**

**Positive Practice**

People consistently explained that they know they make a difference to the success of the organisation and that they feel valued and recognised for their contribution. People gave a wide range of examples of how they make a difference to the organisation, these ranged from how they use their practical skills and knowledge to get the job done effectively, having confidence in their skill sets and supporting colleagues and students.

People spoke about how the coaching and mentoring that takes place almost constantly underpins the contribution they make to the organisation and its success. Throughout the assessment people referred to 'the work ethic' the Assessor explored this and people described this as: -

- Going the extra mile
- Having a good knowledge base
- Seeing a job through and making it work
- Having a genuine desire and the ability to do the best for the students, parents and BSix

People also explained that work life balance is considered important but often is undermined by the requirements of the job. Refer to page 14.

**Potential Development Areas**

From the evidence gathered during the assessment it would appear that there is the opportunity for the college to use the additional evidence requirements as recognition for the processes it already has in place around recognition and reward e.g.

6.4, 6.9, 6.10, 6.15 & 6.16 - What motivates people is understood - *No direct evidence was found to support this ER*

6.11 & 6.17 - Success is celebrated - *No direct evidence was found to support this ER, however, there is a sense of pride present in the organisation when people achieve specific objectives and in the Star Awards*

6.13 & 6.19 - Colleagues achievements are recognised - *No direct evidence was found to support this ER*

6.6 & 6.7 - Reward and recognition strategies are linked to the business plan- *No direct evidence was found to support this ER*

3.7, 3.13, 3.16, 3.21, 3.24 & 3.29 - Work life balance strategy meets the needs of people - *No direct evidence was found to support these ER's*, Refer to page 14.



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**An open flow of information.** This means downward, including communicating on strategic direction, competitive intelligence and financial performance, and an upward flow of information concerning people's attitudes and creative ideas that improve performance. It also encompasses information flowing laterally across business team, functions and groups so that knowledge is shared throughout the organisation

#### Positive Practice

The inclusive ethos is one of the values and is present in the organisation in a very practical format e.g. a constant focus on how performance can be improved. For the organisation to deliver its objectives it constantly encourages different people to work together. This is achieved via the cross college meeting groups, the development of skill sets and is the basis for enabling knowledge sharing across the organisation. It also enables the SMT and CMT to form a practical working knowledge of the strengths and weakness of individuals and ensure that these are developed and managed accordingly to underpin succession planning and to meet the planned growth of the organisation.

Transparency was consistently mentioned throughout the assessment, people genuinely value this approach from the Principal and they explained that this level of transparency and inclusion is not the norm for their sector and that they value this as it provides opportunities for professional and personal development.

People credited the improvement strategy as being the catalyst for stability and improving communications and gave examples of how they are actively encouraged and supported to put forward their ideas and suggestions as to how things can be improved.

#### Potential Development Areas

From the evidence gathered during the assessment it would appear that there is the opportunity for the college to use the additional evidence requirements as recognition for the processes it already has in place around people management strategy and management effectiveness e.g.

5.5, 5.6, 5.7, 5.9, 5.14, 5.15, 5.16, 5.17, 5.22 & 5.23 - Managers are models of leadership, team work and knowledge sharing - *This is in place from the Principal and I suspect the SMT, however, this area may need time for the same levels to be achieved by all managers*

3.7, 3.12, 3.15, 3.20, 3.23 & 3.28 - A diverse and talented workforce is created - *No direct evidence was found to support these ER's*

3.10, 3.18 & 3.26 - The structure makes the most of people's talents - *Whilst no direct evidence was found to support these ER's, the Assessor believes these could be met through the development opportunities that are made available to all staff.*



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**The development of effective leaders and managers** who clearly understand what they need to do to support people, how they should behave to develop a culture that engages and empowers team members and challenges the way they think

#### Positive Practice

The vision and ethos are in place to ensure that managers know and understand what they should be doing to ensure that they have an engaged and empowered team; the expectations around the expected behaviours are clearly outlined in the Code of Professional Practice. The leadership of the organisation is impressive! At present this comes directly from the Principal in so much as he sets the scene for leadership and management within the college. There are clearly defined plans to support leadership and management skill sets within the college e.g. MTeach, Aspiring Leaders and the Coaching programme. This approach does very much 'set the tone' for the expectations of managers at all levels throughout the college. People are clear about how they will be managed and encouraged to continuously improve their performance.

#### Potential Development Areas

From the evidence gathered during the assessment it would appear that there is the opportunity for the college to use the additional evidence requirements as recognition for the processes it already has in place around management effectiveness e.g.

4.8, 4.12 & 4.13 - Everyone is encouraged to develop leadership capabilities - *No direct evidence was found to support these ER's. How some evidence was found of people being given the opportunity to lead on projects.*

5.8, 5.12, 5.19 & 5.25 - Coaching is part of the culture - *Informal coaching takes place almost constantly and people at all levels have been given the opportunity to acquire a coaching qualification.*

5.11 & 5.18 - People are helped to develop their careers - *The SMT have a very good understanding of the skill sets required to enable the college to achieve its objectives and have identified who could potentially develop their current skill sets to meet the succession plan.*



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### Feedback on additional evidence requirements

#### 1.7 - Top Managers make sure the organisation has a clear set of core values that support its vision and purpose.

The SMT have clearly defined the core values through the Code of Professional Practice together with various policies, these were developed through consultation with the whole college and underpin what is important to the what things are done at BSix e.g. respect and diversity; ethics and integrity; innovation; collaboration; professional growth and development; commitment to high quality; health and safety and the environment and teamwork.

#### 1.13 - Manager's can describe the organisation's core values and what it means to the way they are expected to manage.

It was evident that the managers have complete buy into the core values and during the discussions they gave various examples of how they impact on the way they work. They said:

*"The entry criteria has improved and therefore the pupil in take has improved which has enabled the level of teaching to improve along with the behaviours and results, so our commitment to continuous improvement and quality is met"*

*"Staff development has greatly improved and now provides growth and development for all staff"*

*"The core values are very much reflected in our strategic objectives"*

*"This summer all teams are going to be involved in the recruitment and selection process so this will be a collaboration between us to make sure that students have a fair and personal interview"*

#### 1.19 - People can describe the organisation's core values and what it means to the way they are expected to work.

To support this evidence requirement people said:

*"The mottos achieve, aspire and learn under pin our ethos and lead to a strong sense of belief that helps to fulfil your potential"*

*"The values are expressed in the teaching and learning framework, we use this to try to focus students on what they could achieve"*

*"Contributions are valued and praise is freely given"*

*"The values are staff and student facing, these have helped to get us to where we are today"*

*"We are a true university for all staff, I've worked at other schools' and feel far more valued here"*

*"The way things are done at BSix enable you to be committed to see things through to their conclusion"*



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### Feedback on additional evidence requirements

#### 7.8 - Top managers can describe how they have created a culture where people aim for continuous improvement.

The SMT gave various examples of how they have created a culture where people aim for continuous improvement, these included:

- Planned training
- Individual support through coaching
- Strong sense of direction and purpose
- Inclusion in the planning process
- Meeting structure
- LPMS process
- Tutorial sessions
- Lesson observations

#### 7.11 - Managers can give examples of they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works to improve performance.

The managers confirmed the comments of the SMT they also gave the following examples:

*"The SMT will listen to us and change things if needed as a result teaching and learning has improved"*

*"I make sure that I create an environment where my team feel comfortable to challenge the decisions I have made as often they have far better ideas than I do"*

*"The work discussion groups enable us to share best practice and identify how we can improve our own practice"*

*"I ensure that if one of my team makes a suggestion they are given the support to see it through"*

#### 7.18 - People believe they can challenge the way the organisation works to improve performance and can give examples of how they or others have done so.

People said:

*"You are actively encouraged to challenge the way things are done, you are listened to, but change can be slow"*

*"We are all part of the decision making process, this has been a great improvement to the way things are done"*

*"Our daily meetings are great for catching up on what works with specific pupils and through this our profile has been raised in the college"*

*"I was given the opportunity to run the initial pupil assessments, it was great and provided a challenge for me"*

*"If something doesn't work you can make suggestions about what would work and then are given the opportunity to move it forward"*

*"The maths research project into how we teach is an ideal example of how we can challenge they way things are done"*



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### Feedback on additional evidence requirements

The Principal requested feedback on work life balance (WLB) and the importance of what it means for the college. He explained that for him it is about:

- Looking after people and recognising that they have a home life
- Providing development opportunities for young people who aspire to a career in teaching
- Ensuring that individuals are working effectively and efficiently
- Providing a balance by enabling people to recognise that there will be times when they will need to be in college when things are difficult and other times when personal needs can come first
- *"Above all as teachers we have the students future in our hands and as such we have a duty of care"*

The responses to the question about WLB was varied and included:

*"The influx of students is positive but we are feeling the strain and are trying to provide support for teachers where needed"*

*"I mentor teachers who are struggling to enable them to manage their workloads"*

*"As a HOD there are too many teaching hours, especially when you have a tutor group, so you end up working long hours and teaching and learning suffers as a result"*

*"There are lots of opportunities for progression but we need time to implement our learning before we rush onto the next thing"*

*"I am concerned that my teaching and learning suffers due to operational pressures"*

*"It is accepted that you work at weekends to do your teaching preparation but it can be difficult"*

*"The message is clear about responsibility and accountability but support is there if you need it"*

*"Managing your administration can be difficult so I try to fit half an hour in before I start and another after I finish each day"*

*"I you are struggling with your workload then you only have to speak up and your manager will try to help you overcome this issue"*

*"Workloads are seasonal for some departments so it's about supporting each other, this is part of our core values"*

*"You have 22 hours of teaching time but we have good support staff e.g. the attendance officers and the LSM's for coursework this approach helps to achieve the results we need"*

*"IT and IT support effects the quality of our teaching and learning"*

*"I am not sure that WLB is considered as ultimately the SMT expect us to get the job done"*

*"We all start before time, work our breaks and leave after our finishing time, to be able to find the balance would be great"*

*"The balance for me is about trying to manage the external pressures that are beyond my control"*

*"I was going to be out during the week, so I came in at the weekend to get what I needed to get done, this is the flexibility that exists to enable give and take"*

*"The SMT are open and supportive to your WLB and as a baseline if it doesn't need professional judgement then it isn't a teaching task"*



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## ■ Next Steps

Subject to the Recognition Panel endorsing the Assessor's recommendation on 13<sup>th</sup> April 2010, the Investors in People recognition is granted indefinitely, with a proviso that reviews take place no greater than 3 years apart. Reviews can be undertaken at any time and the organisation should discuss the timing of the first review with their Assessor using the Improvement Planning Meeting to agree the best strategy for future use of the Investors in People framework.

As a recognised Investor in People, it is a good idea to:-

- ✓ Communicate the findings of the assessment to all staff and celebrate the achievement
- ✓ Decide what actions are to be taken relating to the potential areas for improvement identified and incorporate these into existing plans.
- ✓ The college decided during the planning process that it would like to utilise the Investors in People UK online survey to identify areas that could be used to enable the college to work towards achieving its objectives using the extended framework. This will be explored at the Improvement Planning Meeting on 26<sup>th</sup> April 2010 together with the potentially met evidence requirements identified by the Assessor during the initial assessment and outlined in the report and summarised below.
- ✓ During the assessment it has been possible to identify 42 additional evidence requirements (Refer to pages 7 to 13) the Assessor believes that the organisation already has processes in place that would meet these, this means that the **Bronze** level could already be met! This is only 34 evidence requirements short of **Silver** accreditation. Given the wealth of good practice that the organisation has in place the Assessor is convinced that the organisation could potentially achieve **Gold**.

Should you wish to pursue the additional recognition and if this takes place within 12 months of the last day on site then it would **only** be necessary to seek evidence against the additional evidence requirements. The potential additional evidence requirements have been indentified on pages 7 to 13 and these will be discussed at the Improvement Planning Meeting on 26<sup>th</sup> April 2010.



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► **Customer Satisfaction Questionnaire**

I would really appreciate it if you would take the time to complete and return the Capital Quality Client Satisfaction Questionnaire, and please don't hesitate to call me if there's anything on which you would like further clarification within the report.

Congratulations on your achievement!

Assessor's Name: Gill Atmeare

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## ■ Options for your next Review

### Investors in People Rolling Review

Rolling Review is a popular model for ongoing assessment which builds evidence over a three year timeframe, rather than all at once every three years. An annual visit can be focussed on the parts of the framework most relevant to you at the time, reflect changing business priorities and focus on different parts of your organisation at different stages.

### Internal Review

Internal Review is a flexible review option available to all Investor in People organisations. It was introduced because recognised organisations identified that they wanted more involvement and ownership of their post recognition reviews. Internal Review works on selected principles of quality assured self-assessment and must be conducted with the full involvement of Capital Quality Limited. We develop your people to a nationally approved standard, providing you with an internal resource to enable you to monitor your own performance target your resources appropriately and participate more fully in the review process.

### Investors in People Interactive

This free online support tool is designed to guide you through development activities and help you maintain the benefits of using Investors in People as an organisational development tool. Obtain an on-going understanding of your organisation's current strengths and development areas by using the tool's diagnostic function which is built around 5 management practices which relate directly to the Investors in People indicators

You can also review and update your progress within the tool and access a wide range of downloads, good practice tips, templates and other resources to inspire and inform - no matter where you are on your Investors in People journey  
[www.investorsinpeople.co.uk/interactive](http://www.investorsinpeople.co.uk/interactive)

### Promoting continuous improvement

CQL offers an integrated advice and assessment support service, as well as workshops, surgeries and networking events to promote continuous improvement and maximize the benefits of working with the Standard. Details of the support available to you can be found on: -

Internet: 

[www.cqlgroup.co.uk](http://www.cqlgroup.co.uk)

Telephone: 

020 7492 5901

Email: 

[info@cqlgroup.co.uk](mailto:info@cqlgroup.co.uk)



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## Annex A - Evidence Summary

### Planning

#### 1.1 Top managers ensure vision; supported by strategy for improving its performance

The three mottos underpin the vision of the college:

1. Aspire, study, achieve
2. High standards for all
3. BSix, a university for teachers

The BSix Strategy 2008 -2010 underpins the vision and identifies how it will be achieved and the progress to date, this is very much a living document. The Code of Professional Practice has been developed to define the essential values that give a framework to the vision and objectives.

**Refer to page 7** for further information about these.

#### 1.2 Top managers ensure business plan with measurable objectives

The Senior Management Team (SMT) has developed a variety of documents that identify the objectives for the college e.g. Annual Development Plan, Quality Improvement Plan (QIP), Self Assessment and Report (SAR). At the heart of these documents and the success of the college are the people! Success is expressed as being through high student progression, increase applications, building internal and external relationships, staff satisfaction and resources for all.

#### 1.3 Top managers make sure constructive relationships with unions when developing the business plan

Good relationships are in place between the Unions and the College.

#### 1.4 Managers can describe how people are involved in the business plan and agreeing team and individual objectives

Managers across the college were clear about the process, how they are involved and how they involve their teams. They explained the process e.g. the course reviews feed into the SAR and this feeds into the QIP.

*"There is a defined timetable of how we review and develop the QIP"*

*"QIP is approved by the SMT and I have a weekly meeting with my team, to explore what is working and where we need to improve"*

#### 1.5 People who are members of representative groups confirmed that top managers ensure there are constructive relationships with groups

People confirmed that relationships are good between the Unions and the SMT. It was acknowledged that whilst they may not always get the outcome they want, they do consider that their concerns will be genuinely listened to and considered. E.g. Invigilation; resources, workloads.

#### 1.6 People can describe the objectives of their team and the organisation and how they contribute to achieving them

People have a great deal of clarity and connection about what they and their teams need to do to achieve the organisational objectives e.g.

*"I am here to prepare students for the work place; further education or for University"*

*"It's about improving our teaching and learning"*

*"The values underpin what it is all about, enabling the students"*

*"The weekly bulletins keep you up to date with the college's progress"*

It was evident that the 'Every Child Matters' (ECM) agenda is firmly embedded in the college's daily practices and values. **Refer to page 7.**



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## Planning

### 2.1 Top managers explain the learning and development needs, plans and resources to meet them and links to specific objectives and how they will be evaluated

The SMT have clearly defined the learning and development needs that are required to enable the college to achieve its objectives. The motto of 'BSix - a university for teachers' is at the heart of the colleges learning and development activities and clear plans are in place at every level to achieve this. The commitment to learning and development is equally applied to service staff. Resources whilst always an issue for any organisation are made readily available for learning and development and the bottom line for measuring success is generally about improving personal practice and enabling students to achieve.

### 2.2 Managers can explain their team learning and development needs actions to meet them and links to specific objectives and how they will be evaluated

Managers are very clear about the skill sets that are needed to deliver their teams objectives and have the same level of clarity about how these are identified and met. They specifically mentioned the Learning Performance Management Appraisal (LPMS), Internal Quality Reviews (IQR's), observations, sharing good practice sessions, 'compulsory sessions' and the various external training courses, MTeach and that the required outcomes from any learning or development is improvement in personal practice and achieving student outcomes.

### 2.3 People can describe how they are involved in identifying their learning and development needs and activities planned to meet them

People confirmed that they are given the opportunity to be involved in agreeing their learning and development needs and how some sessions are 'compulsory' e.g. functional skills or anything relating to the curriculum. People explained that needs are identified in various ways e.g. observations, questionnaires and the recently reviewed appraisal process which is about to be introduced.

### 2.4 People can describe what their learning and development activities should achieve for their team and the organisation

Throughout the discussions people were clear that the bottom line of any learning or development activity is about improving performance, either their own, their colleagues or the students. E.g.

*"Training must directly relate to your job or be towards your personal development"*

*"I am doing a short ILM course as part of working towards being a team leader"*

*"The moderation course I am going to attend is about standardisation"*

*"The Friday sessions are about professional and personal development"*

*"Training is about improving performance"*



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**Planning****3.1 Top managers can describe the strategies in place to encourage all to be involved in performance improvements**

The Senior Management Team has created an ethos of continuous improvement through their leadership style and their inclusive approach to all stakeholders in the college. This was especially evidenced by the Code of Professional Practice which clearly outlines the commitment to continuous improvement and the behaviours that are expected.

**3.2 Top managers recognise the different needs of people**

There isn't 'a once size fits all' approach to anything within the college and this is especially applied to learning and development. Numerous mediums are used to address learning and development.

**3.3 Managers recognise the different needs of people**

The managers confirmed the comments that the SMT had made and also explained that frequently the 'job' provides the best opportunity for learning and development and that there are now more opportunities for learning and development to achieve the college's objectives.

**3.4 People believe managers are genuinely committed to making sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for them to learn and develop which will improve their performance**

During the discussions people acknowledged the comments their managers had made about the increased opportunities for learning and development. They described the various activities that address their needs e.g. the compulsory sessions for learning about anything new in the syllabus to the MTeach masters programme above all the common theme that they mentioned was the bottom line of improving day - to - day practices.

**3.5 People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance**

People explained that the three motto's really 'say it all' in terms of striving for continuous improvement and especially the third motto - BSix - a university for teachers people were very keen to explain that this applies to all staff and not just teachers. This was such a powerful belief that the SMT may wish to consider changing this to be all inclusive, to support this they might also like to consider changing the order or wording of the benefits page on the web site ( <http://www.bsix.ac.uk/staff/6benefits.htm> ) to truly reflect the equality of opportunity and the commitment to continuous improvement. Comments to support this evident requirement included:

*"If you notice something that can be improved, then you only have to raise it and if considered relevant its auctioned"*

*"You make a suggestion and its acted upon"*

*"The SMT are very open to learning and development that is relevant and going to improve performance"*

*"The open communications and meeting structure make it easy to come forward with ideas about how performance can be improved"*

*"The curriculum group meetings, together with the performance management system and team meetings facilitate continuous improvement"*



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## Planning

### 4.1 Top managers describe skills; knowledge and behaviours that managers need to lead, manage and develop people and plans to ensure that managers have these

The Principal has taken a holistic approach to the leadership and management of the college. This starts with his own performance as *being 'a role model for learning'* he explained that he achieves this though providing direction and leadership, demonstrating concern for the health and welfare for the staff and students and generally *'setting the tone for the college whilst enabling others to manage'* This starts with support for his own health and wellbeing though the use of an external coach which is part of the clearly defined plans to support leadership and management skill sets within the college e.g. MTeach, Aspiring Leaders and the Coaching programme. This approach does very much 'set the tone' for the expectations of managers at all levels throughout the college. The SMT supported the Principals comments and explained that the expectations of people managers at the college are:

- Cascade leadership - lead by example
- Assess and manage performance
- Constructive feedback
- Know capability levels
- Support and action
- Know and use the college values

### 4.2 Managers describe skills; knowledge and behaviours that they need to lead, manage and develop people

The managers echoed the comments that the Principal and the SMT had made they also explained their role as including:

- Managing workloads
- Listening
- Workforce management
- Setting clear expectations
- Being accountable and responsible
- Sharing their learning
- Maintaining morale
- Building successful teams
- Managing conflict
- Utilising the LPMS

### 4.3 People describe what their managers should be doing to lead; manage and develop them

Throughout the discussions people demonstrated a clear understanding of what their managers should be doing to manage them and what was considered effective. It was evident that people have high expectations of their managers and that this came from the behaviours of the SMT.



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**Doing****5.1 Managers explain how they are effective in leading; managing and developing people**

The SMT had explained that they measure the effectiveness of themselves and their managers through the LPMS grading system that is evidenced based and how they perform against the Code of Professional Conduct. During the discussions with managers they tended to focus on the practical activities that help them to lead, manage and develop their teams e.g. communications, support for classroom management, managing the work rate, following the lead of the Principal and Vice Principal - who are considered role models, awareness of capabilities of their teams and managing these accordingly. The LPMS whilst robust could be strengthened by incorporating the Code of Practice for Managers and Leaders and or the Code of Professional Practice this would serve to further support the strengths and areas for development of managers and aspiring managers.

**5.2 Managers give examples of how they give constructive feedback**

Examples included: -

- Curriculum team meetings
- Informal one to one discussions
- Observations

**5.3 People explain how managers are effective in leading; managing and developing them**

Throughout the discussions it was evident that generally managers lived up to the expectations of their teams. To support this evidence requirement people said:

*"X is efficient by enabling information to flow to and from us"*

*"X knows my skill sets and is understanding and supportive of me"*

*"X is always very visible and approachable, this makes them effective, at least for me"*

*"His clarity about what he expects is great"*

*"X's belief in work, aspire and achieve creates an ethos of self confidence and helps me to fulfil my potential and that of my students"*

**5.4 People give examples of how they receive constructive feedback**

To support this evidence requirement people said:

*"You are encouraged to feedback during team meetings and to share recourses"*

*"The flat management structure means feedback flows naturally"*

*"Feedback comes from so many directions that you really don't consciously think about it"*

*"Lesson observations are always followed by feedback session"*

*"We all got feedback after the monitoring visit"*



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**Doing****6.1 Managers give examples of how they recognise and value individuals contribution**

Recognising and valuing people is simply part of the core values of the college (Refer to page xxxx) examples during the discussions included:

- Access to learning and development opportunities
- Emails to recognise individuals
- Friday meetings to verbally recognise individuals
- Reports to the SMT on our activities with mention of staff who have contributed
- Enabling people to have a voice and to be genuinely listened to
- Star Awards
- Team socials
- Birthday cards
- Generally making sure that people get the credit for a job well done

**6.2 People describe how they contribute to the organisation and make a difference to its performance**

People are very clear that they are making a difference at BSix! They made comments that included:

*"I make sure that I don't overload teaching staff and share my knowledge of the curriculum"*

*"It's my attention to detail that makes a difference"*

*"The progress we've made simply makes you want to do more"*

*"Enabling a student to access the learning they need is what it's all about for me"*

*"I go the extra mile as I know that it will be recognised and valued"*

**6.3 People can describe how their contribution to the organisation is recognised and valued**

People really do feel that they are valued and recognised at the college, they frequently mentioned the 'Star Awards' often when such an award is in place they are considered negatively, however at BSix there is a genuine sense of pride and recognition in simply being nominated, let alone winning! People commented:

*"I am told by X that I do a good job"*

*"Previously there was a feeling that only the academics were valued, this has completely changed as we know without us they can't function"*

*"I worked some extra hours to get a job done and was personally thanked by X"*

*"Being included in the weekly bulletins makes you feel good"*

*"I love working with X they always thanks you"*

*"I've worked in places where no one really knows you are cared about you. At BSix you are known and genuinely cared about"*

*"The physical environment has improved so very much it makes you feel important"*

*"BSix is a really good place to work the SMT and managers are really genuinely receptive and visible"*

*"I now look forward to coming to work as you are looked after, well supported and respected"*



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**Doing****7.1 Managers can describe how they promote a sense of ownership and responsibility for people to be involved in decision making individually and through representative groups**

Ownership, responsibility and inclusivity is a given at the college. The processes used to support this include the organisational planning processes - refer to indicator 1, communication processes, the Code of Professional Practice, the meeting structure and the clear expectations of continuous improvement. This was also evidenced by the views of the Union Representatives who explained that they were that one of the first groups Principal met with and that he genuinely listened to their concerns and regularly consults with them.

**7.2 People can describe how they are encouraged to be involved in the decision making process that affects the performance at individual, team and organisation level, appropriate to their role**

People consistently acknowledged that opportunities for their involvement and input have greatly improved. People explained that it is simply expected of you to put forward your ideas and opinions and that these will be listened to and taken on board.

**7.3 People can describe how they are encouraged to have a sense of ownership and responsibility for decisions that affects the performance at individual, team and organisation level, appropriate to their role**

Comments to support this evidence requirements included: -

*"A piece of equipment was being upgrade, I put forward some ideas to my line manager and was asked to put a proposal together which I then saw through until the upgrade was completed"*

*"Any potential changes you are always asked for input and often see these through"*

*"The Learning Support Manager is the link to the departments we feedback any ideas or concerns to her and these are taken back to the department concerned, this help to support students who we consider are at risk of failing"*

*"The IQR's are the ideal opportunity to look at how things can be improved without losing the good practice you have already achieved"*

*"We simply try out our suggestions to see if they work, this makes sure that you have ownership and responsibility"*

*"Whenever we look at a specific area X always asks the question - have you thought of this?"*

*"The Dave Duncombe Award was developed to recognise a member of staff for who good was never good enough"*



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**Doing****8.1 Managers can describe how they make sure people's learning and development needs are met**

The links between continuous improvement and learning and development are so well established that managers naturally ensure that once needs have been identified they are met through the many channels that are in place e.g. managers attending an external course and cascading their learning, however, the concern was expressed about needing more time to share this and to decide what is really relevant.

**8.2 People can describe how their learning and development needs are met; what they have learnt and how they have applied the learning**

People at all levels confirmed the variety of ways that their learning and development needs have been met. Examples of learning were generally focussed on improving performance e.g. the training on interviewing as all teams are going to be involved in the recruitment and selection process in the summer term; training is about raising awareness or being updated. **Refer to Annex XXXX**

**8.3 People new to the organisation and to a role can describe how their induction has helped them to perform effectively**

The feedback on the induction process for those new to the organisation and those who had changed roles was consistently positive e.g.

*"I had a handover from the previous post holder and this was supported by weekly meetings with X. It felt that the transition was smooth and that the role had been made for me"*

*"My induction was sort of a rolling programme, I suspect that it is more structure if you join at the start of the academic year"*

The SMT may wish to consider how they can ensure that the induction process is the same whenever an individual starts work with the college.

**Reviewing****9.1 Top management describe overall investment in time, £'s and resources in learning and development**

The SMT are clear about the financial investment in learning and development and described this as £xx,xxx and how they have to stretch this to ensure that all learning and development needs are met.

**9.2 Top managers explain and quantify how learning and development has improved the performance of the organisation**

Examples included:

- Improved grades from lesson observations
- Improved staff retention and morale
- Gaining a reputation for staff development



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- Increased applications from students ( this has reached 1000 for the next academic year)
- Improved student results

### 9.3 Top managers describe how evaluation is used to develop the strategy for organisational improvement

The Principal acknowledge that the colleges investment in learning and development is huge and that it is difficult to really equate this to the achievement of organisational, team and individual performance beyond the points mentioned at 9.2 - Refer to indicator 10 However, the comment was *"If we want good students then we need out teachers and service staff to be good"*

### 9.4 Managers give examples of learning and development has improved performance of team and organisation

Examples included:

*"CMT have improved their performance since the coaching sessions that have helped to address the friction and negativity which has meant that the CMT and college is a better place to be"*

*"The IQR's have increased the number of observations and work sampling that has improved the quality of course delivery"*

*"Our success rate increases our funding our buddying system to improve lesson observation grades are helping to improve our success rate together with reviewing our teaching and learning practices"*

*"I did the observation of teaching and learning course accredited by Middlesex. I felt more confident and did peer observations during OfSTED with the lead inspector alongside me"*

*"The data training has enabled my team to appreciate the level of data and how it is used"*

### 9.5 People give examples of learning and development has improved performance of team and organisation

Examples included:

*"The manual handling was one of the best courses I've ever attended. I've improved my awareness of health and safety risks"*

*"I always did the minutes for our meetings now other have been trained and I give them feedback on their notes"*

*"The level of teaching is better and therefore we have improved behaviours and results"*

## Reviewing

### 10.1 Top managers can give examples of how the evaluation of their investment in people has resulted in improvements in the organisations strategy for managing and developing people

Examples included:

- More cost effective training through in house training for groups
- Friday sessions now being internally facilitated that is a saving of £xxx per week
- Increased sharing of good practice
- More focus on learning and development for service staff but still needs more work



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### *10.2 Managers can give examples of improvements they have made to the way they manage and develop people*

Examples included:

- Work discussion groups enabling us to share good practice about employee management
- More access to management development programmes
- Revised the appraisal process
- Greater awareness of cost benefits of training and weighing up cost versus skill development

### *10.3 People can give examples of improvements that have been made to the way the organisation manages and develops its people*

Examples included:

- Greater use of service staff skill sets
- Using our skill sets to develop our people e.g. aspiring leaders programme
- Online evaluation form
- Strength of leadership and sense of direction
- Equality of access to learning and development



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**Annex B Outcome**

Core Standard										
	Indicators									
ERs	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓							
6	✓									

Wider Framework										
	01	02	03	04	05	06	07	08	09	10
4	Core	Core	Core		Core				Core	
5	Core		Core						Core	
6	Core									
7	✓									
8							✓			
9										
10										
11							✓			
12										
13	✓									
14										
15										
16										
17										
18							✓			
19	✓									
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## Annex C - Traditional Culture versus Enterprise Culture

A culture of creativity and flexibility will seem very different to organisations familiar with hierarchical and bureaucratic structures. Creating and maintaining an enterprise culture will be a long-term project, but one with positive results for your organisation. But just what are the differences between this old-fashioned or traditional culture, and a new culture that encourages and supports entrepreneurial thinking amongst its employees?

	Traditional Culture	Enterprise Culture
1.	The organisation is hierarchically structured.	The organisation is flat in structure. ER's 4.8, 4.12, 4.13
2.	Lines of authority and responsibility are clearly defined and often inflexible.	All employees are encouraged to take ownership of, and responsibility for, their work, rather than constantly having to refer to 'higher' levels of the hierarchy. ER's 7.4, 7.9, 7.12, 7.14, 7.15, 7.19
3.	Sections and departments remain isolated from one another.	Networking and team working are of key importance. ER's 7.5, 7.10, 7.14
4.	The structure of the organisation prevents interaction between employees of different 'levels' in a professional context.	Organic groups, informal networks and mentoring relationships are key approaches for the organisation. ER's 5.6, 5.10, 5.17, 8.7, 8.20
5.	Complex processes of sign-off reduce the potential for personal responsibility when managing projects.	A sense of independent responsibility for individual employees is underscored by a streamlined sign-off process. No additional ER's identified
6.	Failure is frowned upon, often punished, and frequently results in the withholding of increased responsibility/promotion.	Failure, within reason, is seen as a valuable learning experience. ER's 8.8, 8.13, 8.14
7.	A culture of fear of failure is allowed to develop within the organisation.	Employees are free to experiment without an unhealthy fear of failure. 1.7, 1.11, 1.13, 1.17, 1.19
8.	Employees await instructions before acting on a task.	Employees take ownership of, and responsibility for, key decisions. Refer to point 2
9.	Employees stay within their designated roles/remits.	Employees are encouraged to take an interest in, and apply innovative thinking to, areas beyond the basic delineation of their role. Refer to points 2 and 4



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	<b>Traditional Culture</b>	<b>Enterprise Culture</b>
10.	The organisation as a whole postpones risky decisions until consultants provide reassurance. This can sometimes generate a damaging lag in the organisation's response to change.	The organisation as a whole takes managed risks, and encourages its employees to do the same. ER's 1.8, 1.14, 1.20
11.	Major, time-consuming data-gathering often precedes decisions or changes.	The organisation encourages occasional 'leaps of faith' in decision-making, through trusting the judgement of its entrepreneurial thinkers, and tolerating and valuing mistakes. Refer to points 2 and 4
12.	Conservative decision-making is favoured by the general atmosphere, and by the rewards systems.	Swift and ambitious decision-making is rewarded, where risks and benefits have been assessed according to all available information. Refer to points 2, 4 and ER's 6.4, 6.6, 6.7, 6.8, 6.13, 6.15, 6.16, 6.17
13.	The creation and development of new ventures or improvements is not encouraged.	Cross-pollination of exciting ideas for improving products/services occurs across functional areas and divisions. Refer to points 3 and 4
14.	Established procedures dominate the way the organisation operates.	Acting without the benefit of a historical precedent can prove very important to the operation of the organisation. Refer to point 10
15.	The existing corporate culture is maintained over time.	The cultures, and the organisation, are open to positive change at all times. Review processes formalise periodic reviews of policy and practice. Refer to point 7
16.	The organisation is full of employees familiar with the 'proper' processes and structure of the organisation.	The organisation is full of corporate entrepreneurs at the management level, and innovative thinkers dominate the workforce as a whole. Refer to points 2 and 4
17.	The organisation is characterised by stasis.	The organisation is characterised by evolution. Refer to points 7 and 10



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## Annex D - HOW INVESTORS IN PEOPLE CREATES ENGAGED EMPLOYEES

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### INTRODUCTION

Thirty percent of the UK workforce is working with the Investors in People framework as a way of engaging and empowering their people. They realise that in today's economic environment organisations need the knowledge, skills, ideas, energy and creativity of every employee, from front line team members to top level managers, to work towards achieving goals and ambitions.

Forward thinking organisations accomplish this by working with the Investors in People framework to drive actions that empower their team members to take the initiative, and serve the collective interests of the organisation, without having to micro-manage. In other words, working with the Investors in People framework engages people in the workplace so that they are able to participate in decision-making and therefore take responsibility for organisational success.

**Specific employee engagement practices that are driven by working with the Investors in People Standard and the extended framework include the following:**

- **Shared decision making** where employees and teams have a clear understanding of what the organisation must achieve and how the organisation works and operates (the way we do things around here).
- **The opportunity for team members to influence the planning process** ranging from high level decisions to routine day-to-day decisions about their own job leading to creating more meaningful roles.
- **A robust approach to communicating** that leads to a mutual understanding across the organisation of the important part people play in its success.
- **An open flow of information.** This means downward, including communicating on strategic direction, competitive intelligence and financial performance, and an upward flow of information concerning people's attitudes and creative ideas that improve performance. It also encompasses information flowing laterally across business team, functions and groups so that knowledge is shared throughout the organisation.
- **The development of effective leaders and managers** who clearly understand what they need to do to support people, how they should behave to develop a culture that engages and empowers team members and challenges the way they think.



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## PSYCHOLOGICALLY ENGAGING PEOPLE - THE ULTIMATE OUTCOME

Working with the Investors in People framework creates:

1. **Meaning:** Creating a fit between the needs of the role and the needs of the individual person. It helps the organisation build a culture driven by supportive behaviours that are good for performance.
2. **Competences and capability:** Ensuring an understanding of what individuals' competencies and capabilities are in order that they can get satisfaction from using them and the organisation can get value by making the most of them.
3. **Self-determination;** Enabling people to make decisions for themselves at a level appropriate to their role and responsibilities. It gives people a sense of autonomy allowing individuals to initiate and regulate their actions. This is sustained by the role their line manager plays in supporting the team member. It's about the level of trust that exists in the business. Does the line manager trust the team member to do the job well? Does the team member trust their manager to support them appropriately? Does the team member feel trusted?
4. **Impact:** People understand the impact they have on business performance. At all levels they are able to describe the contribution they make and the important part they play in the success of the organisation.

Using the Investors in People framework can support all four of these dimensions. If one dimension is weak or missing this will impact on levels of engagement.

For example, if people believe they have an impact but don't feel they have the skills to do the job well they will feel disengaged. If people have the discretion to make decisions but don't care about the kind of decisions they make, they will not be 'engaged' in producing a quality product or service or providing customer satisfaction.



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## THE BOTTOM LINE IMPACT

In 2008, research by Cranfield School of Management\* indicated the mechanism by which Investors in People impacts on organisational performance. The study concluded that Investors in People, as a commitment-based approach to managing and developing people, encourages the development of two important factors which have an impact on organisational performance:

- It creates a positive Organisational Social Climate - higher levels of trust, cooperation and people engagement
- It increases Human Capital Flexibility - the skills and behaviours needed for organisations to change

Both of these factors relate to employee engagement either explicitly or implicitly. Furthermore, the study concluded that Investor in People organisations are more likely to achieve their strategic objectives and are more effective in cascading strategic goals down to individual goals and targets, thus giving employees a greater sense of purpose. It also identified a number of HR practices that developed employee engagement and commitment. It concluded that organisations perform better when employees have clear goals and supportive HR practices.

The Cranfield study concluded that Investors in People sets up a chain of impact that leads to better financial and non financial performance. Furthermore, the more an organisation embraces the Standard, the better the impact will be on its financial performance.<sup>1</sup> In other words organisations that work with Investors in People report positive outcomes as a result of engaging their people. When employees are engaged they report more job satisfaction, less strain and increased commitment to the organisation. Absenteeism is reduced. They are less likely to leave the company and more likely to be an inspiration to others as well as less resistant to change. As work behaviours change team members become more innovative and creative. Engaging people affects their behaviour which in turn affects performance and productivity levels. This results in higher quality products and services and greater customer satisfaction.

<sup>1</sup> Bourne, Franco-Santos, Pavlov, Lucianetti, Martinez, Maura. (2008), *Impact of Investors in People on People Management Practices and Firm Performance*. Cranfield School of Management



## INVESTORS IN PEOPLE'S RESPONSE TO 'ENGAGING FOR SUCCESS: ENHANCING PERFORMANCE THROUGH EMPLOYEE ENGAGEMENT'

### TOWARDS A DEFINITION FOR EMPLOYEE ENGAGEMENT

David Macleod and Nita Clarke's definition of employee engagement can be extracted from the report and summarised as follows:

**Employee engagement is a workplace approach designed to ensure the employees are committed to their organisation's goals and values, motivated to contribute to organisational success, and are able at the same time to enhance their own sense of wellbeing.**

Employee engagement is about unlocking people's potential at work in order to benefit the individual, the organisation and ultimately the UK in a measurable way. It is about retaining and building on the commitment, energy and desire to do a good job that most people feel on their first day at work in order to maximise individual and organisational performance.

Employee engagement strategies enable people to be the best they can be at work, recognising that this can only happen if they feel respected, involved, heard, well led and valued by those they work for and with. Engaged employees have a sense of personal attachment to their work and organisation; they are motivated and able to give of their best to help it succeed - and from that flows a series of tangible benefits for the organisation and individual alike. Attitudes, behaviours and outcomes are all part of the engagement story. Engaged employees freely and willingly give their discretionary effort, not as an 'add-on', but as an integral part of their daily activity at work.

**The report also specifies four commonly agreed drivers of employee engagement:**

1. Leadership which maintains a strong, transparent and explicit culture and makes a clear link between the overall vision and direction of the organisation and employees roles
2. Managers who treat people as individuals recognise contribution and offer clarity of purpose. As a result people feel valued, equipped and supported to do their job
3. Employees are encouraged to give their ideas and be listened to both at the level of their individual job and department
4. The belief among employees that the organisation really lives its values resulting in trust and integrity

These main drivers of engagement are very closely aligned to the Investors in People framework as demonstrated in the following diagram:



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**THE INVESTORS IN PEOPLE FRAMEWORK: A SUMMARY OF ITS CONTENTS**

PLAN				DO				REVIEW	
01: BUSINESS STRATEGY	02: LEARNING & DEVELOPMENT STRATEGY	03: PEOPLE MANAGEMENT STRATEGY	04: LEADERSHIP & MANAGEMENT STRATEGY	05: MANAGEMENT EFFECTIVENESS	06: RECOGNITION & REWARD	07: INVOLVEMENT & EMPOWERMENT	08: LEARNING & DEVELOPMENT	09: PERFORMANCE MEASUREMENT	10: CONTINUOUS IMPROVEMENT

**THE STANDARD** TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:

<p>The organisation has a vision/purpose, strategy and plan</p> <p>People are involved in planning</p> <p>Representative groups (where appropriate) are consulted when developing the plan</p>	<p>Learning priorities are clear and linked to the plan</p> <p>Resources for learning and development are made available</p> <p>The impact will be evaluated</p>	<p>People are encouraged to contribute ideas</p> <p>There is equality of opportunity for development and support</p>	<p>Managers are clear about the capabilities they need to lead, manage and develop people</p> <p>People know what effective managers should be doing</p>	<p>Managers are effective and can describe how they lead, manage and develop their people</p>	<p>People believe they make a difference</p> <p>People believe their contribution is valued</p>	<p>Ownership and responsibility are encouraged</p> <p>People are involved in decision-making</p>	<p>People's learning and development needs are met</p>	<p>Investment in learning can be quantified</p> <p>Impact can be demonstrated</p>	<p>Evaluation results in improvements to people strategies and management</p>
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**YOUR CHOICE** TOP MANAGERS SHOULD MAKE SURE (AND THEIR PEOPLE SHOULD CONFIRM) THAT:

<p>Clear core values relate to vision and strategy</p> <p>Key performance indicators are used to improve performance</p> <p>Social responsibility is taken into account in the strategy</p> <p>People and stakeholders are involved in strategy development</p>	<p>The learning and development strategy builds capability</p> <p>Plans take account of learning styles</p> <p>People help make decisions about their own learning</p> <p>Learning and development is innovative and flexible</p> <p>There is a culture of continuous learning</p>	<p>The recruitment process is fair, efficient and effective</p> <p>A diverse, talented workforce is created</p> <p>A work-life balance strategy meets the needs of its people</p> <p>Constructive feedback is valued</p> <p>The structure makes the most of people's talents</p>	<p>Leadership and management capabilities for now and the future are defined</p> <p>Managers are helped to acquire these capabilities</p> <p>Leadership and management strategy link to business strategy, taking account of external good practice</p> <p>Everyone is encouraged to develop leadership capabilities</p>	<p>Managers are role models of leadership, teamwork and knowledge sharing</p> <p>Coaching is part of the culture</p> <p>People are helped to develop their careers</p> <p>There is a culture of openness and trust</p>	<p>Reward and recognition strategies link to business strategy and are externally benchmarked</p> <p>Representative groups are consulted (where appropriate)</p> <p>What motivates people is understood</p> <p>Success is celebrated</p> <p>Benefits strategy goes beyond legal requirements</p> <p>Colleagues' achievements are recognised</p>	<p>Effective consultation and involvement is part of the culture</p> <p>People are supported and trusted to make decisions</p> <p>Knowledge and information are shared</p> <p>People are committed to success</p> <p>There is a culture of continuous improvement</p> <p>People can challenge the way things work</p> <p>There is a sense of ownership and pride in working for the organisation</p>	<p>Learning and development resources are used effectively</p> <p>Learning is an everyday activity</p> <p>Innovative and flexible approaches to learning and development are used</p> <p>People are given the opportunity to achieve their full potential</p> <p>All learning is valued and celebrated and is an everyday activity</p> <p>Mentoring is used</p> <p>Personal development is supported</p>	<p>The contribution of people strategies is measured and evaluated</p> <p>Impact on key performance indicators can be described</p> <p>Performance improves as a result</p> <p>Career prospects improve</p> <p>Flexible and effective approaches to measuring return on investment are used</p> <p>Return on investment in people is reported to stakeholders</p>	<p>Self review and information from external review are used</p> <p>Effective feedback methods are used to understand people's views on how they are managed</p> <p>Internal and external benchmarking are used</p> <p>People's views on how they are managed improves</p> <p>People believe it's a great place to work</p>
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**The employee engagement definition could also be expanded to include an illustration of what an engaged employee looks like:**

**An engaged employee is one who is....**

- Involved enough that they understand how what they do on a day to day level fits into the bigger picture and are infused with a sense of shared purpose
- Empowered enough to be able use their initiative to contribute to organisational success
- Committed enough to the organisations strategy, vision and values that they are willing to provide discretionary effort and have a reservoir of goodwill that can be drawn on during times of change
- Motivated enough to enhance their own learning and development
- Valued enough to express their views, voice their concerns and share their ideas
- Proud enough to spontaneously champion the organisation its products and as a good place to work

**It can also illustrate how everyone in the organisation - leaders, managers and employees - work together in an integrated way to create a virtuous circle of engagement:**

- Leaders who set the vision and culture of the organisation, share the organisational narrative<sup>2</sup> and live by the values they champion
- Middle managers who work with employees to set reasonable and relevant tasks, value and support their employees in the work they do and show a genuine interest in them as people
- Individual employees themselves who in turn feel responsible for their own engagement and actively seek ways to feel more engaged

## **IMPLICATIONS FOR POLICY MAKERS**

**There are benefits for policy makers in using and communicating this linkage when advocating the benefits of employee engagement:**

- Investors in People is an outcomes-based framework, and does not impose set processes on organisations, thus providing the flexibility for management teams to find the most suitable processes for themselves, ensuring ownership of the approach.
- As an outcome-based framework, Investors in People provides a means of measuring the effectiveness of engagement strategies by focusing on outcomes achieved. This provides vital information which senior managers can use to improve organisational effectiveness.

<sup>2</sup> Organisational narrative is a way to convey the purpose of the organisation, its goals and its journey to meeting these goals in a simple and compelling vision. In doing so, it unites employees behind the purpose, goals and journey and connects individual employees on an emotional and a logical level.

- The recently launched new approach to working with Investors in People provides the flexibility to allow organisations to build their approach to suit changing needs and goals, using the feedback from the assessment to plan their next steps.
- Alongside The Standard, Investors in People has introduced additional Bronze, Silver and Gold recognition, designed to celebrate success as well as provide additional stretch and sign-post areas for further improvement for those who want it. This provides both the challenge for organisations to improve and public recognition of achievements.
- The framework is independent of any particular employee engagement working practice, and is therefore responsive enough to reflect whichever model an organisation chooses to adopt.
- Thousands of organisations of all sizes, operating in every sector, have already adopted Investors in People, and have been assessed as meeting the core requirements of The Standard.
- The introduction of the broader framework, the new approach and the high brand value and recognition of Investors in People provides an outstanding opportunity to encourage, facilitate and embed employee engagement practices across organisations of all types and sizes.

Given all the above, there is a strong case to be made for policy makers and other advocates of employee engagement to work with Investors in People to agree how it can help them to achieve their objectives, and how UK organisations can gain the benefits of such cooperation.



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## Annex E - Kirkpatrick Learning and Evaluation Theory

### Donald L Kirkpatrick's training evaluation model - the four levels of learning evaluation

Donald L Kirkpatrick, Professor Emeritus, University Of Wisconsin (where he achieved his BBA, MBA and PhD), first published his ideas in 1959, in a series of articles in the US Training and Development Journal. The articles were subsequently included in Kirkpatrick's book Evaluating Training Programs (1975 and since revised), published by the American Society for Training and Development (ASTD), for whom Kirkpatrick previously served as president and with whom he maintained strong connections. Donald Kirkpatrick has written several other significant books about training and evaluation, more recently with his similarly inclined son James, and has consulted with some of the world's largest corporations.

Donald Kirkpatrick's 1975 book Evaluating Training Programs defined his originally published ideas of 1959, thereby further increasing awareness of them, so that his theory has now become arguably the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The four levels of training evaluation model was later redefined and updated in Kirkpatrick's 1998 book, called 'Evaluating Training Programs: The Four Levels'.

The four levels of Kirkpatrick's evaluation model essentially measure:

- **reaction of student - what they thought and felt about the training**
- **learning - the resulting increase in knowledge or capability**
- **behaviour - extent of behaviour and capability improvement and implementation/application**
- **results - the effects on the business or environment resulting from the trainee's performance**

All these measures are recommended for full and **meaningful** evaluation of learning in organizations, although their application broadly increases in complexity, and usually cost, through the levels from level 1-4.



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Level	evaluation type (what is measured)	evaluation description and characteristics	examples of evaluation tools and methods	relevance and practicability
1	reaction	<ul style="list-style-type: none"> <li>reaction evaluation is how the delegates felt about the training or learning experience</li> </ul>	<ul style="list-style-type: none"> <li>e.g., 'happy sheets', feedback forms</li> <li>also verbal reaction, post-training surveys or questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>quick and very easy to obtain</li> <li>not expensive to gather or to analyse</li> </ul>
2	learning	<ul style="list-style-type: none"> <li>learning evaluation is the measurement of the increase in knowledge - before and after</li> </ul>	<ul style="list-style-type: none"> <li>typically assessments or tests before and after the training</li> <li>interview or observation can also be used</li> </ul>	<ul style="list-style-type: none"> <li>relatively simple to set up; clear-cut for quantifiable skills</li> <li>less easy for complex learning</li> </ul>
3	behaviour	<ul style="list-style-type: none"> <li>behaviour evaluation is the extent of applied learning back on the job - implementation</li> </ul>	<ul style="list-style-type: none"> <li>observation and interview over time are required to assess change, relevance of change, and sustainability of change</li> </ul>	<ul style="list-style-type: none"> <li>measurement of behaviour change typically requires cooperation and skill of line-managers</li> </ul>



4	results	<ul style="list-style-type: none"> <li>• results evaluation is the effect on the business or environment by the trainee</li> </ul>	<ul style="list-style-type: none"> <li>• measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee</li> </ul>	<ul style="list-style-type: none"> <li>• individually not difficult; unlike whole organisation</li> <li>• process must attribute clear accountabilities</li> </ul>
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This grid illustrates the basic Kirkpatrick structure at a glance. There is a second grid that is the same thing with more detail and can be found at [www.businessballs.com](http://www.businessballs.com)



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