INVESTORS IN PEOPLE | West Midlands

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ASSESSMENT REPORT

FOR

PATHWAYS SUPPORT SERVICES LIMITED

Assessor: **Carol Dudson**

Date: **14 December 2009**

Commercial in Confidence

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Pathways Support Services Limited

Pathways Support Services is in independent organisation that works alongside local authorities to provide support and accommodation for young people. Our aim is to assist young people in becoming self sufficient in relation to their personal care and management of everyday activities, and to support them in becoming independent members of society.

Pathways Support Services was founded by two experienced social workers with over 35 years experience between them of direct work with young people. They work as the organisation's Managing Directors, and are supported by a team of dedicated Care Managers, Support Mentors and Administrators.

'Young people are our future. We are determined that they should receive our highest level of support as endorsements to the excellent level of service we provide.'

OUTCOME

Having concluded that the Standard is met, the Assessor recommends that the Investors in People WM Quality Board formally recognise Pathways Support Services Limited as an Investor in People.

Provisional date for next visit- Annual Maintenance Visit – January 2011
Three Year Review - January 2013

STRENGTHS AND GOOD PRACTICE

Key strengths were evident in a number of areas:

Social Responsibility

Social Responsibility is inherent in the ethos of Pathways Support Services. Many examples of social responsibility in action were evidenced in the services and support provided by the organisation.

- People feel that social responsibility is at the heart of the organisation's vision and core values

Consultation and Inclusion

Inclusion and involvement are inherent in the culture and ethos of the organisation. The senior team have worked hard to develop a culture of encouragement and support where everyone is invited to contribute ideas to develop the organisation and work through problems together to improve the quality of service provision and support for the young people.

- People feel part of the business and can challenge the way things work
- Interviewees felt that they have ownership of their caseload and feel they are making a difference to the live of the young people

This is a consultative and inclusive organisation, people have ownership of key priority areas and are encouraged to take decisions and make suggestions for improvement.

- Staff clearly feel that there is a strong team ethos with involvement of staff at all levels.
- Staff feel that they are empowered to make decisions but with support and guidance available if required.
- Regular meetings allow staff to be involved in the key decision making process and to make use of the breadth of knowledge and skills available to ensure best practice is secured.

Culture of encouragement, support and trust

Staff at all levels feel that the leadership team act as role models for continuous learning and improvement through effective coaching and mentoring:

- The organisation succeeds through effective leadership, delegation, consultation and teamwork.
- To achieve the organisation's aims the leadership team actively encourage staff to innovate, respond quickly to change and enable allow staff to make a positive contribution.
- Leaders and staff at all levels confirmed that they are well supported by the senior team and colleagues to achieve their aims and positive outcomes for the service users.
- Organic growth is used effectively to develop staff from all levels to reach their full potential.

Employees were extremely complimentary about the support and guidance they consistently received from managers and colleagues to help them to develop new and existing skills. In-house training events are held to update knowledge and skills on a broader scale. There were many examples of organic growth with staff gaining promotion in the organisation. For example: Maintenance to support mentor.

Despite the funding constraints of the organisation there are many opportunities for continuing professional development:

- Tailored programmes are developed to address specific needs.
- In-house expertise is used to provide cost effective training and development. There are opportunities to access free training within the local social care networks, this provides flexible and cost effective training locally.
- There is a high level and extent of training and development opportunities available, including access to external qualifications and NVQs.
- There is a "can do" attitude throughout the organisation. Staff are encouraged to identify their strengths and share their expertise with other staff.
- Coaching and mentoring is used extensively to help new employees and those changing roles.

I would like to offer my congratulations to everybody at Pathways Support Services Limited on their continued success and would like to thank all of those interviewed for their participation and contribution to the on-going development of the organisation.

Carol Dudson BA Hons, Dip Ed, MBA, MIBC
Investors in People Assessor
Date 14 December 2009

PATHWAYS SUPPORT SERVICES ASSESSMENT FRAMEWORK

STRATEGIC OBJECTIVE	OUTCOME/EVIDENCE	INDICATORS
To provide the highest level of support and accommodation for vulnerable young people and prepare them for independent living: • 100% of young people placed with Pathways Support Services to be encouraged to be engaged in some form of employment or training/positive activity; • Undertake appraisals and staff training to improve the knowledge, skills, ability and standards of all staff by ensuring that all relevant staff achieve NVQ2 in Mentoring or Social Care as a minimum;	The senior management team has made sure that the organisation has key performance targets aimed at improving performance. Each young person referred to Pathways has their own individual development plan which is owned and implemented by the young person and relevant member of staff. Additional funding has allowed the organisation to expand their services and offer support to a new client group of unaccompanied asylum seeking children (UASC). The leadership and management strengths have been built upon through the development of a strong team. The weekly meeting with all staff is used to share a clear direction and plans for the organisation to support the organisation's goals in promoting a high quality of integrated support and care. Staff contribute to these plans and support the goals. There is a common sense of purpose among staff at all levels leading to a strong team ethos. People are encouraged to challenge the strategy and plans and offer suggestions for continuous improvement. *"We are listened to if we have an idea, our opinions are valued".* *"This is an organic organisation we need our people to buy into the vision and come with us on our journey".* Interviews at all levels clearly described how social responsibility is a significant part of the ethos of the organisation and form a key element of the Mission, Core Values and Plans. Interviewees provided consistent descriptions of core values including: • Act with openness, honesty, integrity, mutual support, respect, trust	1, 2, 3, 6, 7, 9

	• Ethos of team spirit • Environment where everyone can reach their full potential • Place the young person's needs at the centre of all activities. *"I am really proud to work for Pathways, I really enjoy giving something back to the community where I live".*	
	People were clear about how they are expected to contribute to developing and achieving the improvement objectives. Action plans and individual responsibilities are clearly defined so that people can easily explain specific targets and overall improvement/ development objectives. All activities are clearly documented showing the progress being made and the outcomes being achieved. The Every child Matters agenda is followed to ensure consistent support and positive outcomes for all young people. *"One of our main aims is to give support for the young people linked to the project, I've been able to set up a sport programme for them to help with general issues such as behaviour. We've also set up groups for girls and boys in the houses to help them to talk about their issues".* The management team has also made sure that the ethos and vision of the organisation is at the heart of the strategy and governs the way it operates. All interviewees were very clear about the vision and values and what it meant for them in their role. For example many of the objectives related to changes in legislation and changes to the funding partner requirements and the impact these for the staff, service users and the organisation in terms of the client group needs and the action required to continue to improve the levels of care and support available. *"Training enhances and improves professional knowledge, skills, abilities and clarifies professional beliefs and values for all members of staff to help them to improve the level of care and support throughout the organisation".*	**2, 3, 7, 8**

	"The substance abuse training made a big difference; it gave me more knowledge and confidence to deal with the issues more effectively and support the young people with their addiction". Project/service managers also explained that their action plans contain details of team learning and development needs linked to specific team objectives and include measures of success and benefits to be achieved. For example several people identified the need to improve the information being recorded about the young people and the need to reduce duplication. Action was taken to address this using in-house training and coaching for staff throughout the organisation. The impact is being monitored through supervision and discussions in meetings. The success criteria will be the broader engagement of the staff and the impact on outcomes for the service users. One of the whole organisation targets was broaden the funding sources and achieve greater stability in all services. The organisation also has to make changes to deal with the changing needs of the client coming to the organisation for support. *"We are now getting clients with different needs so there are learning needs for all staff".* The supervision process now has greater impact and has proved very positive with individuals able to seek support, help and advice from the team; in fact it has encapsulated the learning process and has helped people to find out what to do with confidence and reassurance that the answer can be found somewhere within the team and that it is safe to ask the question. Additional support is also available from the buddies/mentors allocated to help develop people in their roles. *"We held team meetings and training sessions to help us with the use of*	**3, 6, 8, 9, 10**

	language to modify behaviour". *"I feel I am the person who has been developed the most in the organisation, I have opportunities to learn all the time".* *"We did in-house training on break away and restraint to make sure we were doing everything right and give us techniques to use to avoid having to restrain anybody and keep us all safe".* People at all levels are encouraged to make improvements in an effort to raise standards throughout the organisation. *"I genuinely feel this is an innovative and forward thinking organisation, which really does invest in its people".* *"We all have the chance to highlight our interests and skills and are developed in that direction so that we can make use of our talents".* *"I've been able to use my own life experiences to empathise and support the young people towards successful outcomes".* To help improve the level of service feedback is given to the staff, who welcome the positive approach to their development. • The open door policy of the organisation allows all staff to approach the leadership team and colleagues at anytime for support and advice. • There is a "can do" attitude at all levels of the organisation. Staff are encouraged to identify their strengths and share their expertise with other staff. • Coaching plays a key role in the effective management and development of people throughout the organisation and it allows people to develop their skills through trying out new things, taking on new responsibilities and	**5, 6, 7, 8, 10**

reflecting on their experiences. People were confident that this style of management was what was demonstrated throughout the organisation.

"The Directors listen to my needs and give me the resources and support to make improvements for the mutual benefit of staff and clients".

All members of the organisation community are encouraged to recognise the contribution their colleagues make to the success of the organisation. It was very clear that *"recognition comes from the top"* and this sets the culture of recognising everyone's efforts.

"We are all encouraged to input to the organisation plans and feedback on what is working well and not so well".

Leaders and managers described how they create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance.

- People clearly recognised that the opportunities for extra responsibility and the support given to undertake them were building their capability to improve performance.
- People could describe various team development activities and the planned outcomes for the team, including improved knowledge of the benefits system and rules, more appropriate activities and experiences for learning, leadership development.

"We need to stay focused and positive about the improvements we can make at Pathways Support Services. At the same time we need to prepare ourselves personally and professionally for the new opportunities and challenges ahead".

3, 6, 8, 9

	The organisation's leadership and management strategy is clearly linked to continuous improvement and takes account of external good practice: • Good practice from a variety of external sources allows the organisation to continue to improve in all areas • The Monthly Progress/Impact reports are used to inform progress and development throughout the organisation • Stakeholder feedback is valued The leadership team described the knowledge, skills and behaviours their leaders need to lead, manage and develop people effectively: • they expect their managers to be committed to the ethos and values of the organisation; • lead by example; • motivate, inspire and encourage to take the team further; • empathise with the staff; • present a confident approach to problem solving; • have drive and passion. A tailored development programme is being designed to ensure that relevant staff have all of the desired capabilities. Team leaders consistently reiterated the leadership capabilities and also felt that they needed to be fair, honest, involve everyone, allow people to grow through delegating responsibility, be proactive and willing to listen, give support and respect and communicate effectively. *"A good leadership team is a place where people with very different talents can flourish".* *"They are really supportive over family issues and will be flexible with your shifts and hours to help you sort things out, they have been so much better than most employers would have been".*	**1, 2, 4, 5, 10**

	All staff were extremely complimentary about the effectiveness of the leadership team, in terms of leading, managing, supporting and developing them. ***"They are always encouraging you to progress".*** ***"I've been able to take on a new role; I was given the support and development to take on the challenge".*** The teams members working out in the field have a degree of autonomy to deliver to the best of their ability. This encourages people to take ownership and be involved in decision-making. There are no formal representative groups in the organisation. People are encouraged to be part of the consultation arrangements via the various meetings used to manage change throughout the organisation. People were able to give examples of how they take ownership for decisions, which affect the performance of individuals, teams and the whole organisation. For example interviewees had been allowed to take the lead in the development of new activities for the young people. People were allowed to decide which would be the most appropriate topics and techniques to use to develop the young people into independent adults. They were given a free rein to decide on the content and this has lead to really successful outcomes. ***"I am only in my first year as a mentor and I've been able to take ownership of my own caseload and take them forward successfully it's been fantastic to be given so much responsibility so early in my career".*** ***"We are consulted on so many things and listened to whenever we've got an opinion, I feel that my opinion is always valued and everything is done on a discussion basis".*** ***"They place the onus on you to find the solution to any problems but they give you the support to do it".***	**6, 7, 9**

	The investment in people is crucial to the overall success and performance of the organisation. The leadership team gave examples of how learning and development have improved the performance of the organisation: • Increase in income from successful tenders/bids • Client groups have expanded and are reaching greater numbers of people in need and offering additional services and support • Reduced offending rates in young people with the propensity to offend • Young people using drugs and alcohol supported to stop or at least reduce intake or changing to less serious substances *"I have learned a lot from training over the last few years, this learning has been translated into improved confidence and knowledge, leading to improvements in care and thus improvements in the life of the young people".* *"Continuous improvement is a very important part of the organisation; we are very successful in some areas but also striving for future improvements".* *"I genuinely feel that I have been very well supported at all levels there is a strong feeling of care and support throughout the organisation".* *"Pathways Support Services is a true learning organisation with effective collaboration between staff; staff are encouraged to learn from each other, take risks and try new approaches. Effort is valued, success is recognised and learning is gained from both success and failure".* As a result of review and evaluation, changes have been made to a number of the people management strategies to ensure that the organisation continues to improve. For example shadowing is used to help the staff in the field so that they have support in the local area and can share concerns and good practice ideas. People can decide when they feel confident enough to work independently. *"The induction and the shadowing made it very clear what the role would involve and gave me the opportunity to really consider if I could cope with the needs of the role".*	**6, 8, 9, 10**

	"Effective leadership teams don't blame the staff for everything that isn't working; they take responsibility for empowering staff to do their jobs better". Managers and staff gave examples of how learning and development has improved the performance of individuals, teams and the whole organisation: • The training on mental health issues has helped people to look at things from a different perspective and give staff more understanding and confidence thus improving the standard of care. • Regular in-house training events ensure that all staff receive the relevant knowledge and skills to undertake their roles and responsibilities safely and effectively. *"This is a really friendly place to work and the Directors are so approachable and willing to listen to us and our ideas are welcomed".* *"It's just like a little family we all work together to make things better for the young people".* Feedback from all stakeholders is encouraged with many positive comments recorded: • Analysis of young peoples' questionnaire indicated a high level of satisfaction with the organisation with mainly good or excellent responses • Feedback from Social Workers and UASC workers is very positive and is reflected in successful tenders and repeat business *"We are really making a difference and we have lots of examples of our achievements which have resulted in young people turning their lives around; for example reducing their drug or alcohol abuse, stopping illegal activity and staying out of the courts or prison".*	**6, 8, 9, 10**

CONTINUOUS IMPROVEMENT ACTION PLAN

Strategic Objective	Link to IIP Standard	Suggested Development/Evidence	By whom	By When	Progress/ Outcome
To provide the highest level of support and accommodation for vulnerable young people and prepare them for independent living: • 100% of young people placed with Pathways Support Services to be encouraged to be engaged in some form of employment or training/positive activity; • Undertake appraisals and staff training to improve the knowledge, skills, ability and standards of all staff by ensuring that all relevant staff achieve NVQ2 in Mentoring or Social Care as a minimum;	Indicators 4, 5, 6, 7, 8, 9,10	As the organisation continues to develop and change, those undertaking leadership and management roles may also change. The organisation should consolidate and clarify the leadership and management attributes (knowledge, skills and behaviours), which are required at all levels. These attributes should be clearly defined to ensure that it is possible to measure the effectiveness of leaders and managers at all levels and also to help aspiring leaders with their career development. Action should then be taken to ensure that all relevant staff have the opportunity to undertake appropriate leadership and management development to support them in their roles and responsibilities and to increase their effectiveness. A tailored programme of development to meet the needs of the organisation and the individuals is being sourced rather than a generic management development programme. Ensure that all staff receive the core safety training on a timely basis – review the current arrangements to ensure that new staff do not have to wait an unreasonably long time.			

	Indicators 2, 6, 8, 9	In order to capture the impact of the large amount of formal and informal learning and development and to help reinforce staff awareness of how their learning and development helps them and the organisation to improve and move forward, it may be beneficial to encourage staff to complete some form of learning log and reflect on how they have implemented their learning in the workplace. This information will be particularly useful to support further career development and progression. At senior level this could also inform the return on investment from learning and development activities.			

| Additional actions | Extended framework | The structure of the Investors in People Framework is changing so before their next review the organisation could consider the extended framework as an opportunity to recognise existing good practice and areas for future development. This offers the opportunity to take a more in-depth look at specific organisational strategies and practices:

• Managing Change
• Leadership and Management – build on existing good practice
• Succession Planning/Career Development – develop improved practices
• Talent Management
    o Linking the people strategy to the corporate strategy
• Return on Investment from Learning and Development
• **Corporate Social Responsibility – good practice already exists**
• Health & Wellbeing - good practice already exists but could be improved particularly in terms of helping support more effective stress management;
    o Consider additional stress management support or training for staff
    o The Health & Safety Executive stress management standards may be of interest: **http://www.hse.gov.uk/stress/standards**
• Work Life Balance
• Reward and Recognition | | | |

		The new framework allows you to tailor the scope of the IIP assessment towards the key priorities of your organisation. A bespoke package can be provided to meet your needs. Further information and Interactive Self-Assessment tools can be found on the Investors in People UK or West Midlands Quality Centre websites, www.wmqc.co.uk, www.investorsin people.co.uk http://www.investorsinpeoplewestmidlands.co.uk/tools-and-resources.html http://www.investorsinpeople.co.uk/interactive/Pages/default.aspx Consideration should be given the Annual Maintenance Visit approach to continuous improvement to help the organisation move forward. Details are available from WMQC.			

Investors in People Framework
Appendix 1 – Evidence Matrix

The Evidence Requirements assessed are as follows:

	The Standard
	Your Choice
✓	ER Assessed/Met
NA	Not applicable

The Standard	39 Evidence Requirements	
ADDITIONAL RECOGNITION		
	Additional ERs	**Total ERs**
BRONZE	26	65
SILVER	76	115
GOLD	126	165

Download the Framework:

http://www.investorsinpeoplewestmidlands.co.uk/introducing-the-standard/what-is-the-standard.html   (both full and summary table available free of charge)

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5	n/a		✓						✓	
4	✓	✓	✓		✓				✓	
3	n/a	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ER	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Indicator

Appendix 2 - Framework Evidence Requirements
Core Standard and Your Choice

CORE STANDARD

Indicator 1	1 Top managers make sure the organisation has a clear purpose and vision supported by a strategy for improving its performance.
	2 Top managers make sure the organisation has a business plan with measurable performance objectives.
	3 Top managers make sure there are constructive relationships with representative groups (where they exist) and the groups are consulted when developing the organisation's business plan.
	4 Managers can describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives.
	5 People who are members of representative groups can confirm that top managers make sure there are constructive relationships with the groups and they are consulted when developing the organisation's business plan.
	6 People can explain the objectives of their team and the organisation at a level that is appropriate to their role, and can describe how they are expected to contribute to developing and achieving them.

Indicator 2	1 Top managers can explain the organisation's learning and development needs, the plans and resources in place to meet them, how these link to achieving specific objectives and how the impact will be evaluated.
	2 Managers can explain team learning and development needs, the activities planned to meet them, how these link to achieving specific team objectives and how the impact will be evaluated
	3 People can describe how they are involved in identifying their learning and development needs and the activities planned to meet them.
	4 People can explain what their learning and development activities should achieve for them, their team and the organisation.

Indicator 3	1 Top managers can describe strategies they have in place to create an environment where everyone is encouraged to contribute ideas to improve their own and other people's performance.
	2 Top managers recognise the different needs of people and can describe strategies they have in place to make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance.
	3 Managers recognise the different needs of people and can describe how they make sure everyone has appropriate and fair access to the support they need and there is equality of opportunity for people to learn and develop which will improve their performance.
	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.
	5 People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.

Indicator 4	1 Top managers can describe the knowledge, skills and behaviours managers need to lead, manage and develop people effectively, and the plans they have in place to make sure managers have these capabilities.
	2 Managers can describe the knowledge, skills and behaviours they need to lead, manage and develop people effectively.
	3 People can describe what their manager should be doing to lead, manage and develop them effectively.

Indicator 5	1	Managers can explain how they are effective in leading, managing and developing people.
	2	Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate.
	3	People can explain how their managers are effective in leading, managing and developing them.
	4	People can give examples of how they receive constructive feedback on their performance regularly and when appropriate.

Indicator 6	1	Managers can give examples of how they recognise and value people's individual contribution to the organisation.
	2	People can describe how they contribute to the organisation and believe they make a positive difference to its performance.
	3	People can describe how their contribution to the organisation is recognised and valued.

Indicator 7	1	Managers can describe how they promote a sense of ownership and responsibility by encouraging people to be involved in decision-making, both individually and through representative groups, where they exist.
	2	People can describe how they are encouraged to be involved in decision-making that affects the performance of individuals, teams and the organisation, at a level that is appropriate to their role.
	3	People can describe how they are encouraged to take ownership and responsibility for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role.

Indicator 8	1	Managers can describe how they make sure people's learning and development needs are met.
	2	People can describe how their learning and development needs have been met, what they have learnt and how they have applied this in their role.
	3	People who are new to the organisation, and those new to a role, can describe how their induction has helped them to perform effectively.

Indicator 9	1	Top managers can describe the organisation's overall investment of time, money and resources in learning and development.
	2	Top managers can explain, and quantify where appropriate, how learning and development has improved the performance of the organisation.
	3	Top managers can describe how the evaluation of their investment in people is used to develop their strategy for improving the performance of the organisation.
	4	Managers can give examples of how learning and development has improved the performance of their team and the organisation.
	5	People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation.

Indicator 10	1	Top managers can give examples of how the evaluation of their investment in people has resulted in improvements in the organisation's strategy for managing and developing people.
	2	Managers can give examples of improvements they have made to the way they manage and develop people.
	3	People can give examples of improvements that have been made to the way the organisation manages and develops its people.

YOUR CHOICE

Indicator 1		
	7	Top managers make sure the organisation has a clear set of core values that support its purpose and vision.
	8	Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources.
	9	Top managers make sure the organisation has key performance indicators to improve its performance.
	10	Top managers can describe how social responsibilities are taken into account in the organisation's strategy.
	11	Top managers make sure the core values are at the heart of the organisation's strategy and govern the way it operates.
	12	Top managers can describe how social responsibility is part of the culture of the organisation.
	13	Managers can describe the organisation's core values and what this means to the way they are expected to manage.
	14	Managers can describe how they are involved in developing the organisation's strategy.
	15	Managers can describe the key performance indicators they use to improve the organisation's performance.
	16	Managers can describe the organisation's social responsibilities and what this means to the way they are expected to manage.
	17	Managers can describe how they make sure the core values are at the heart of the way the organisation operates.
	18	Managers can describe how they make sure social responsibility is part of the culture of the organisation.
	19	People can describe the organisation's core values and what this means to the way they are expected to work.
	20	People can describe how they are involved in developing the organisation's strategy.
	21	People can describe the key performance indicators used by the organisation to improve its performance.
	22	People can describe the organisation's social responsibilities and what this means to the way they are expected to work.
	23	People believe the core values are at the heart of the way the organisation operates.
	24	People believe in and share the organisation's vision and values.
	25	People believe that social responsibility is part of the culture of the organisation.

Indicator 2		
	5	Top managers can describe the learning and development strategy they have in place to build the organisation's capability to achieve its vision.
	6	Top managers can describe how innovative and flexible ways of developing people are identified through internal and external sources, and how these are included in the organisation's learning and development strategy.
	7	Top managers can describe how they have created a culture that encourages continuous learning and promotes the development of skills and knowledge at every level.
	8	Managers can describe the plans they have in place to build their team's capability to contribute to achieving the organisation's vision.
	9	Managers can describe how they involve people in identifying the learning and development needs of their team and the activities planned to meet them.
	10	Managers can describe how they take account of people's different learning styles when planning learning and development.
	11	Managers can describe how they act as a role model for continuous learning.
	12	People can confirm that their learning and development is planned to build their future capability to contribute to achieving the organisation's vision.
	13	People can describe how they are involved in identifying the learning and development needs of their team and the activities planned to meet them.
	14	People can describe what the team learning and development activities should achieve for the team and the organisation.
	15	People can confirm that learning and development takes account of their preferred learning style.
	16	People believe they have a responsibility for their own learning and development.
	17	People believe that continuous learning is at the heart of the culture of the organisation.

Indicator 3	6	Top managers can describe strategies they have in place to make sure recruitment and selection meets the needs of the organisation and is fair, efficient and effective.
	7	Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace.
	8	Top managers can describe strategies they have in place to support work-life balance to meet the needs of the organisation and its people.
	9	Top managers can describe how they have created an environment where giving and receiving constructive feedback is valued.
	10	Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents.
	11	Top managers can describe how the organisation's recruitment and selection strategies are linked to its business strategy and are designed to make sure there is a talented and diverse workforce that is able to achieve the organisation's vision.
	12	Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation.
	13	Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation.
	14	Managers can describe how they make sure recruitment and selection is fair, efficient and effective.
	15	Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace.
	16	Managers can describe how they make sure work-life balance solutions are effectively put into practice.
	17	Managers can describe how they encourage people to give and receive constructive feedback.
	18	Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation.
	19	Managers can describe how they play an important role in recruiting and selecting people with values that match the organisation's values.
	20	Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential.
	21	Managers can describe how they value the work-life balance strategies and apply them creatively to benefit individuals, teams and the organisation.
	22	People believe recruitment and selection is fair.
	23	People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace.
	24	People can describe how they are supported in balancing their work and personal lives.
	25	People can describe how they give and receive constructive feedback to improve performance.
	26	People believe they are given the opportunity to make the most of their talents within the organisation.
	27	People can describe how their views are taken into account when recruiting and selecting team members.
	28	People believe everyone in the organisation values diversity.
	29	People believe work-life balance is valued and part of the culture of the organisation.

Indicator 4	4	Top managers can describe how they define the current and future capabilities managers need in line with the organisation's purpose, vision and values.
	5	Top managers make sure managers are regularly reviewed against the capabilities and receive constructive feedback on their performance.
	6	Top managers make sure managers are provided with the help they need to develop the capabilities.
	7	Top managers can describe how the organisation's leadership and management strategy is linked to its business strategy and takes account of external good practice.
	8	Top managers can describe how they create an environment where everyone is encouraged to develop leadership capabilities.
	9	Managers can describe how they are involved in defining the current and future capabilities all managers need.
	10	Managers can confirm that they are regularly reviewed against the capabilities and receive constructive feedback on their performance.
	11	Managers can confirm that they are provided with the help they need to develop the capabilities.
	12	Managers can describe how they encourage everyone to develop leadership capabilities.
	13	People can give examples of how they have been encouraged to develop leadership capabilities.

Indicator 5	
	5 Top managers can describe how they act as role models when demonstrating the leadership and management capabilities in line with the organisation's values.
	6 Top managers can describe how they act as role models when working as a team and sharing knowledge.
	7 Top managers can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style.
	8 Top managers can describe how they have made coaching part of the organisation's culture.
	9 Managers can describe how they lead, manage and develop people in line with the organisation's values.
	10 Managers can describe how they encourage people to work together and share knowledge within and across teams.
	11 Managers can describe how they make sure people receive information, advice and guidance to help them plan and develop their career.
	12 Managers can describe how they use coaching skills to help people achieve their potential.
	13 Managers can describe how they act on feedback from all levels in the organisation to improve the way they lead, manage and develop people.
	14 Managers can describe how top managers inspire them to lead, manage and develop people effectively.
	15 Managers can give examples of how they themselves act as inspirational leaders.
	16 People can describe how their manager leads, manages and develops them in line with the organisation's values.
	17 People can describe how they work together and share knowledge within and across teams.
	18 People can confirm that they receive information, advice and guidance to help them plan and develop their career.
	19 People can describe how their managers use coaching skills to help them achieve their potential.
	20 People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on.
	21 People can confirm that they respect and trust their managers.
	22 People can confirm that they have confidence in the leadership and management capabilities of top managers.
	23 People can describe how managers inspire and motivate them to achieve their full potential.
	24 People believe the organisation has a culture of openness and trust.
	25 People believe that coaching is part of the organisation's culture.

Indicator 6	
	4 Top managers make sure the organisation has a clear and fair reward and recognition strategy which is used to motivate people to improve the organisation's performance.
	5 Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy.
	6 Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked.
	7 Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal requirements.
	8 Managers can describe how they are involved in developing the organisation's reward and recognition strategy.
	9 Managers can describe how they apply the organisation's reward and recognition strategy fairly.
	10 Managers understand what motivates their people and take account of this when recognising and rewarding them.
	11 Managers can describe how they reward and celebrate individual and team successes and achievements.
	12 Managers can describe how they involve people in developing the organisation's reward and recognition strategy.
	13 Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation.
	14 People who are members of representative groups can confirm that the groups are involved in developing the organisation's reward and recognition strategy.
	15 People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded.
	16 People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it.
	17 People can describe how individual and team successes and achievements are rewarded and celebrated.
	18 People can describe how they are involved in developing the organisation's reward and recognition strategy.
	19 People can describe how they recognise the contribution their colleagues make to the organisation.

Indicator 7	4	Top managers can describe the consultation arrangements they have in place to encourage people to take part in decision-making at both an individual and a representative level.
	5	Top managers make sure the organisation has effective internal communication systems to encourage knowledge and information to be shared throughout the organisation.
	6	Top managers can describe how consultation and involvement is part of the organisation's culture.
	7	Top managers can describe how they involve people in designing consultation arrangements.
	8	Top managers can describe how they have created a culture where people aim for continuous improvement.
	9	Managers can describe how they make sure people receive the support they need to make decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role.
	10	Managers can describe how they encourage the knowledge and information to be shared throughout the organisation.
	11	Managers can give examples of how they have created an environment where people aim for continuous improvement and openly challenge the way the organisation works in order to improve performance.
	12	People can give examples of how they take ownership for decisions that affect the performance of individuals, teams and the organisation, at a level that is appropriate to their role.
	13	People believe that the consultation arrangements are effective and allow them to take part in decision-making.
	14	People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance.
	15	People believe their managers trust them to make decisions that improve performance.
	16	People can confirm that they are committed to the success of the organisation.
	17	People can confirm that they are involved in designing consultation arrangements.
	18	People believe they can challenge the way the organisation works in order to improve performance and can give examples of how they or others have done so.
	19	People can describe what gives them a sense of ownership and pride in working for the organisation.

Indicator 8	4	Top managers make sure the organisation makes effective use of internal and external resources for learning and development.
	5	Top managers can describe how the organisation is flexible in the way it develops people, using innovative and cost-effective solutions that meet learning and development needs.
	6	Top managers can describe how they have created a culture where all learning is valued.
	7	Top managers can describe how they make sure mentoring opportunities are available.
	8	Managers can describe how they make sure knowledge and learning is shared across the organisation.
	9	Managers can describe how they provide learning and development opportunities for people to achieve their full potential for mutual benefit.
	10	Managers can describe how they recognise and celebrate learning and development achievements.
	11	Managers can describe how they make sure learning and development is an everyday activity.
	12	Managers can describe how they support people in their personal development activities and encourage them to broaden their knowledge and skills through learning.
	13	People can confirm that knowledge and learning is shared across the organisation.
	14	People can describe how they are encouraged to try new approaches and learn from their efforts, mistakes and successes.
	15	People can confirm that they are motivated to learn and enjoy putting their learning into practice.
	16	People can confirm that they are well supported after learning and development activities, and have clear objectives for putting the new skills and knowledge into practice.
	17	People can describe how learning and development achievements are recognised and celebrated.
	18	People can confirm that learning and development is an everyday activity.
	19	People can describe how they are supported in their personal development activities.
	20	People can confirm that mentoring opportunities are available.

Indicator 9		
	6	Top managers can describe how the organisation measures and evaluates how its people management strategies contribute to the organisation's performance.
	7	Top managers can describe the impact of their investment in people on achieving key performance indicators.
	8	Top managers make sure the organisation has a robust and flexible approach to measuring and reporting the return on investment on its people strategies.
	9	Top managers make sure that the return on investment on its people strategies is reported clearly to all stakeholders.
	10	Managers can describe how they are involved in measuring and evaluating how the organisation's people strategies contribute to its performance.
	11	Managers can give examples of improvements in the performance of individuals, their team and the organisation as a result of people management activities.
	12	People can describe how their career prospects have improved as a result of their learning and development and the way they have been managed.
	13	People can give examples of improvements in the performance of the team as a result of people management and development activities.
	14	People can describe how the organisation's investment in people has improved its performance.

Indicator 10		
	4	Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people.
	5	Top managers can describe how the organisation has used information from external reviews, including the previous Investors in People assessment or review, to improve its strategies for managing and developing people.
	6	Top managers make sure effective feedback methods are used to understand people's needs and expectations and to highlight improvements required to the way they are managed and developed.
	7	Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed.
	8	Top managers can describe how the organisation has used internal and external benchmarking to review and improve its strategies for managing and developing people.
	9	Top managers can demonstrate an improvement in people's view of how they are managed and developed.
	10	Managers can describe how they review and evaluate people management and development and use this learning to shape future activity.
	11	Managers can describe how they involve people in identifying improvements to the way they are managed and developed.
	12	People can give examples of how they are involved in identifying improvements to the way they are managed and developed.
	13	People believe that managers are genuinely committed to improving the way they manage and develop them.
	14	People can describe improvements that have been made, as a result of their feedback, to the way the organisation manages and develops people.
	15	People believe that the organisation is a great place to work as a result of ongoing improvements made to the way they are managed and developed.

A summary of the Standard
Appendix 3

	INDICATORS									
	1	2	3	4	5	6	7	8	9	10
	BUSINESS STRATEGY	STRATEGY FOR MANAGING AND DEVELOPING PEOPLE		DEVELOPING EFFECTIVE LEADERSHIP AND MANAGEMENT		VALUING PEOPLE	OWNERSHIP & RESPONSIB-ILITY	EFFECTIVE LEARNING	CONTINUOUS IMPROVEMENT	
The Standard	The organisation has a vision/purpose strategy and plan People are involved in planning Representative groups (where appropriate) are consulted when developing the plan	Learning priorities are clear and linked to the plan Resources for learning and development are made available The impact will be evaluated	People are encouraged to contribute ideas There is equality of opportunity for development and support	Managers are clear about the capabilities they need to lead, manage and develop people People know what effective managers should be doing	Managers are effective and can describe how they lead, manage and develop their people	People believe that they make a difference People believe their contribution is valued	Ownership and responsibility are encouraged People are involved in decision making	People's learning and development needs are met	Investment in learning can be quantified Impact can be demonstrated	Evaluation results in improvements to people strategies and management

Evidence Requirements highlighted are an indication of Good Practice and Areas for Development and have not been formally assessed

Appendix 3 - Development Topics

	INDICATORS									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	BUSINESS STRATEGY	STRATEGY FOR MANAGING AND DEVELOPING PEOPLE		DEVELOPING EFFECTIVE LEADERSHIP AND MANAGEMENT		VALUING PEOPLE	OWNERSHIP & RESPONSIB-ILITY	EFFECTIVE LEARNING	CONTINUOUS IMPROVEMENT	
Your Choice	Clear core values relate to strategy and plan

KPIs are used to improve performance

Social responsibility is taken into account in the strategy

People and stakeholders involved in strategy development

Core values are at the heart of strategy | Learning and development strategy to build capability

Plans take account of learning styles

People help make decisions about their own learning

Learning and development is innovative and flexible | The recruitment process is fair. Effective and efficient

A diverse and talented workforce is created

A work-life balance strategy meets the needs of the people

Constructive feedback is valued

The structure makes the most of people's talents | Leadership and Management capabilities for now and the future are defined

Managers are helped to acquire these capabilities

Leadership & Management strategy links to business strategy and takes account of external good practice

Everyone is encouraged to develop leadership capabilities | Managers are role models of leadership, teamwork and knowledge sharing

Coaching is part of the culture

People are helped to develop their careers

There is a culture of openness and trust | Reward and recognition strategies link to business strategy and are externally benchmarked

Rep groups are consulted (when appropriate)

What motivates people is understood

Success is celebrated

Benefits strategy goes beyond legal requirements

Colleagues achievements are recognised | Effective consultation and involvement is part of the culture

People are supported and trusted to make decisions

Knowledge and information are shared

People are committed to success

There is a culture of continuous improvement

People can challenge the way things work

There is a sense of ownership and pride in working for the organisation | Learning and development resources are used effectively

Learning is an everyday activity

Innovative and flexible approaches to learning and development are used

People are given the opportunity to achieve their full potential

All learning is valued and celebrated and is an everyday activity

Mentoring is used

Personal development is supported | The contribution of people strategies is measured and evaluated

Impact on KPIs can be described

Performance improves as a result

Career prospects improve

Flexible and effective approaches to measuring return on investment are used

Return on investment in people is reported to stakeholders | Self review and Information from external review are used

Effective feedback methods are used to understand people's views of how they are managed

Internal and external benchmarking is used

People's views of how they are managed improves

People believe it's a great place to work |