INVESTORS IN PEOPLE
REVIEW REPORT

For
Lewes District Council
(29th November – 9th December 2010)

Prepared by

Sally Szwarc
Investors in People Assessor

Contents

1.   Introduction

This report records the findings from the review of Lewes District Council against the Investors in People standard which took place during the period 29th November – 9th December 2010.

The council's ambition is *'to be recognised as a good and well-performing council'*. It is financially stable and was rated 'good' following the regulatory (CAA) audit in 2009.

More than 450 people are employed by the council, with some 80 different working patterns, and many people have worked for the organisation for a number of years. The council was recognised as an Investor in People in 1996 and last reviewed against the Standard in December 2007. Since then it has continued to develop its systems and processes relating to workforce development.   The results of this year's annual staff survey were positive (and showed an upward trend in many areas) and the findings from this review support those results. The council is seen by staff as a caring and fair employer and the Investors in People ethos is evidently an integral part of the fabric of the organisation.

Lewes District Council is to be congratulated on its success in retaining its recognition as an Investor in People (IIP). At the time of the review the organisation was experiencing a degree of change as it developed its plans to reduce costs following the government's comprehensive spending review. A new Chief Executive had also recently been appointed and consequently people were getting used to a different style of leadership from the top. In the context of IIP, there was a wealth of good practice in evidence, particularly in areas such as communications from the top, commitment to training, management effectiveness and empowerment. There are some opportunities for improvement and these centre on: strengthening people's understanding of the 'bigger picture' (and how they fit into it), making sure that there is a consistent understanding of what the council expects of its managers and building a stronger evidence base to demonstrate how the council's investment in its people is improving the performance of the organisation.

There was also notable pride amongst interviewees in working for the council combined with a strong commitment and sense of civic duty. During the course of the review people were sometimes asked what it is like to work for the council as this often serves as a litmus test of staff morale. Interviewees cited a range of positive aspects including: the commitment to and quality of training, empowering and enabling culture, open and supportive style of management, clear sense of direction, camaraderie and team spirit, shared responsibility and high morale. As people said:

"I'm happy; we have a good manager and a happy team; the public appreciates us"

"It's a great place to work; you feel as if you're a force for good; you feel part of something; it's a small organisation so you know everybody; you're recognised and supported; it's the best place I've ever worked; I love it"

"I really enjoy my job; I feel valued; we're a fabulous department; we're respected"

"LDC has always been a friendly environment, it's not riddled by politics; it's a fair employer"

"It's a caring organisation; there's a lot of good will to make things work"

"I like working for LDC; it's a nice, friendly environment; there's still a lot of old-fashioned values for customer service and pride in what the council does; its' very personal and friendly"

"I like working in my department; there's a good sense of humour and camaraderie"

"It's a really good place to work; I've been given a lot of opportunities and responsibility"

"I've not had a bad day yet; I absolutely love it; the organisation motivates people; I like the CMT and the ideas and support that come from them and their colleagues; they're all very enthusiastic; it's such a welcoming organisation"

"I love my job and sorting people's problems out; it's lovely, they're friendly, helpful; it's a very pleasant place to work; they're really supportive with problems"

"I love working here; I find my department and team very supportive; I have a wide variety of work; I'm trusted to get on with my work; it's a really positive place; everyone is really supportive and open to suggestions"

2. How to read this report

Section 3 below sets out the areas of Investors in People (IIP) in which the organisation demonstrates good practice and section 4 provides feedback against the client's objectives.

Section 5 sets out the opportunities for further improvement and section 6 contains the Assessor's conclusion.

Appendix 1 contains a summary of evidence requirements met and appendix 2 contains more detailed findings against the Standard

Appendix 3 contains an article on evaluating training and development, which may prove useful when addressing the improvement opportunities.

Finally, appendix 5 contains a template to help plan continuous improvement activities

3. Summary of good practice

The Assessors found a wealth of good practice in evidence including the following:

- Clear core values (e.g. for customer service) which are widely understood and espoused throughout the organisation

- Efforts to involve people in the improvement planning process at departmental/tem level

- Range of channels used to communicate information from the top (e.g. team briefing sessions, LDC newsletter and the intranet) which are deemed highly effective

- Continuing high level of commitment from the top to training and developing the workforce, acknowledged by the majority of interviewees

- Open management culture where people are encouraged to contribute their ideas (e.g. via the suggestion scheme and team meetings)

- Flexible approach to helping people achieve work life balance - there are more than 80 working patterns and some people work from home

- Supportive and engaging style of management - managers are well respected and display a high level of concern for staff well-being

- Ownership and responsibility is encouraged at all levels - people are empowered and trusted to make decisions appropriate to their level of responsibility; they value the fact that they are not overly managed but that support is available

- People overwhelming believe that they make a positive difference to the local community – there is strong loyalty to and a sense of pride in working for the council

Continuing the above practices should help to maintain the high levels of staff commitment and morale and help the organisation adhere to its working principle '*to be a good employer*'. It will also help the organisation to successfully manage the impending changes, which is a priority within the workforce strategy (*'managing the changes that will arise successfully and with the involvement of staff'*).

4.   Feedback against client's objectives

At the planning meeting we agreed that the focus of the review would be on the core Standard (but with a few 'extra's'). Therefore, in line with the organisation's objectives, some additional topics were selected from the 'Your Choice' part of the extended framework that related to the 'Do' principle.

We also agreed that some qualitative feedback from the Assessors to supplement the results of the staff survey (on aspects such as the state of staff morale, management effectiveness, consultation and training) would be helpful.

The following are the findings against those aspects.

Please note: where numbers appear in the text or in brackets, these refer to the 'Your choice' evidence requirements. Appendix 1 shows which evidence requirements are met and which require further evidence.

Staff morale

The findings from this review support the results of this year's staff survey where 90% of respondents stated that overall they were satisfied with their job. Interviewees made a number of positive comments about the organisation (see Introduction above) describing the culture as caring, enabling, friendly, inclusive and personal. Although there was some anxiety about the implications of future spending cuts, there was a perception that the cost-cutting exercise was being well managed. The state of morale is best summed up by the person who said: *"Morale is quite perky in places".*

Management effectiveness

Most interviewees rated their manager as highly effective and there was a wealth of positive evidence in this respect (see Appendix 2 - Findings below).

Staff and managers evidently work well together within their departments/sections. Team meetings take place on a regular basis which helps to foster effective communications and team spirit.   There was also some evidence to show that managers actively encourage people to share knowledge within and across teams (5.10):

"If something is of broader interest, I would send an email across; it's important to share knowledge within the team"

"We share technical knowledge within the team"

"If we've done training we're asked to talk about it in the meeting"

"I encourage joint working and people to spend a day in another area; I also try to encourage people not to feel embarrassed to ask questions, that's the way you learn"

There was some evidence to show that people work together and share knowledge within and across teams (5.17). Examples cited by interviewees included circulating information received from external 'partners', taking part in steering committees, working/action groups and joint training sessions (with external partners/other local authorities), briefing staff on learning or key pieces of work, training other people and bringing back new ideas from secondments to other organisations. However, some people felt that there was too much silo working across the council.   As one person said: *"Within the team we work exceptionally well, better than in other organisations; across the council it is more difficult…."*

People confirmed that they respected and trusted their manager (5.21) and this aspect is a particular strength. As interviewees said:

"I respect and trust her; she's more of a friend; I can go to her with problems and she'll take the right line"

"I respect him as a person and technically; I don't continually query his judgement; I know he'll come up with the right way forward"

"She knows the job inside out; she's hands-on; she's clever at planning the workload, manages the peaks and troughs"

"X has a brilliant technical knowledge; she knows how the council works and is approachable"

"I respect what she says and does; more lately she's delegated more responsibilities to me…."

"She's always got my interests as her priority; I know I can talk to her about anything and she'll be honest and straight; she's good at what she does"

Most managers evidently understand what motivates their people and referred to aspects such as gaining a sense of achievement, feeling the job is worthwhile,

seeing a project through to completion, taking pride in the work, doing a good job and getting it in on time, working as a team, solving problems, providing a service to the public and making a positive difference to people's lives. Evidence to show that managers take this into account when recognising and rewarding individuals' efforts was more limited. (6.10). There was some evidence. For example a manager said that he gave people interesting projects to work on (to provide variety) and another had completed a motivation questionnaire with his team (and taken the results into account when allocating tasks to individuals).

Interviewees believed that the council was a fair employer and were satisfied with the councils' reward and recognition strategy. In the main, they felt that the pay progression framework was fair and the overall benefits package was good. A number of staff are evidently motivated by the flexi-time arrangements and some people mentioned other mechanisms such as the annual garden party, Christmas lunch, 'employee of the quarter' scheme and social activities (such as barbecue). However, although people found the overall reward and recognition strategy fair, not everyone found it motivating (6.16). As one person said: *"There are no rewards for constantly learning new things".*

Involvement and consultation

The council uses team meetings as the main vehicle for consulting with staff (e.g. on the proposed spending cuts). Meetings are also held to consult with the union representatives (7.4). More recently the council has been trialling more interactive approaches to communications and consultation and is making more use of social media. For example during the IIP review, a lunchtime session was held on one of the days in the Town Hall for 50 staff and live 'tweeting' took place to involve those who were unable to attend. Since her recent appointment the new Chief Executive has tried to engage with the workforce and re-energise communications (e.g. by scheduling regular meetings with the unions, attending team meetings and compiling regular blogs) and these efforts have, in the main, been well received. As interviews said:

"The new chief executive is really enthusiastic and easy to talk to".

"She is doing a blog; it makes her more personable and approachable"

Managers are evidently keen to consult with their people when developing their departmental/service plans either through team meetings or at 'away day's. There was strong evidence of directors consulting with their people on the proposed budget cuts and inviting ideas on cost savings.

"Our director very much involves all members of staff, we're often asked for comments on draft plans…"

"X is good at consulting with staff in our department; he'll draft reports on subjects and email them round asking for comments"

"X listens and takes things forward"

"When the strategy is updated we're consulted and asked our opinions at all stages"

"We're consulted on things; in our team meetings we're asked if there are any staffing issues and we talk about cover"

"X will discuss any consultation papers and updates and will forward things; we're constantly aware of things"

When asked about the effectiveness of the council's staff consultation arrangements, evidence was more mixed and some people felt that these could be improved in terms of allowing them to take part in decision making. As one person said: *"I'm not sure how good the council is at consulting"*.   Some people said that, although the council was good at gathering information and opinions, they wondered whether decisions had already been made (7.13).

Training and development

The quality of the council's in-house training provision, especially IT training, was rated highly (see quotes below). Most people said that their needs were being met although there were a few concerns regarding equality of opportunity for external training and professional qualifications. Some people also remarked that one could wait a long time to attend an external course once it had been identified in an appraisal.   Although the council's induction programme was rated highly, some people said that waiting times varied (which meant that sometimes it was delivered too soon and sometimes too late) and others felt that departments could do more to 'induct' their staff.

"The courses are very good"

"The IT training is fabulous"

"We're seen as the training ground for others; it's indicative of the quality of the training"

"The quality of training is second to none"

"The willingness to invest in staff can't be faulted; there's plenty of training courses and they're well delivered; they're happy to give you time off"

"The training is good and they listen to feedback"

"The day-to-day training to do the job is fine but it can be difficult to get council backing for professional qualifications and development; it appears to depend on the department"

"Personnel are good at setting the courses up and notifying us of the availability of places"

"Our manager is good at putting you forward for a course"

"They do internal training well; it's a good standard"

In our team there are lots of opportunities to do training and they're quite happy for you to do it"

Managers are evidently committed to providing job-related training. There were also some examples where individuals had been given the opportunity to develop personally and professionally e.g. through the sponsoring of academic and management qualifications. As one person said *"They've recognised my potential to move on"*.   However, some staff felt that there was too much focus on training

courses and insufficient discussions regarding career development. Consequently not everyone believed they had the opportunity to achieve their full potential. In some areas, particularly those where legislation is constantly changing, managers make learning part of the day-to-day operation and training is a common feature of team meetings. However in other areas it appeared that too much responsibility rested with the individual.

(8.9, 8.11 and 8.18).

5.   Opportunities to improve

The council has been an Investor in People for 14 years and whilst it meets (and indeed exceeds) the requirements of the Standard in many areas, evidence was comparatively weak in other areas (see below). One of the council's working principles is to aim for continuous improvement and, with the increasing challenges faced by local government; there is an opportunity to embrace the Standard more as an improvement tool.

Communication and consultation

Interviewees were clear what was expected of them in their job roles and how this linked to the objectives/plans for their Service/department. However, the 'line of sight' through the Service Plans to the Council Plan was weaker. People undoubtedly understand the council's core purpose (i.e. to provide an excellent customer service) and some interviewees referred to aims such as protecting the environment, developing the local economy and improving housing. However, although the council plan is accessible to everyone, and this was confirmed by people, staff awareness of the council's specific priorities and plans for improvement was more limited. As some interviewees said:

"A lot of information is circulated but it's not always easily digestible; it can be difficult to see your role within the bigger picture".

"I'm aware of the council plan but not sure how it impinges on us"

"I've seen the service plan but it's very dry"

Suggested actions:

- Continue to seek new and innovative methods of communicating with the workforce; the council is already making more use of technology and social media and continued efforts in this area should help to strengthen this aspect
- Consider introducing more staff forums to boost consultation arrangements
- A number of departments hold 'away day' sessions where they discuss their plans and invite input from staff and this practice could be spread to other areas

Benefits:

- People have a better understanding of the bigger picture'; they believe that they are consulted on proposed changes and involved in improvement planning
- The council meets its objective for organisation development (as stated in its workforce strategy) by *'managing the changes that will arise successfully and with the involvement of the staff'*

Planning and evaluating learning and development (l&d)

Historically, the organisation has found it difficult to provide evidence to demonstrate the impact of learning and development on the performance of the council as a whole. Since the last review it has strengthened this aspect by adding a question to the 3 month evaluation form regarding perceived improvement in productivity resulting from training, in an attempt to attribute some financial benefits to the training. This information is now collected, analysed and reported on in the training and development plan.   To further strengthen this aspect and make it easier to provide the evidence required by the IIP standard, the council should review its approach to:

Planning to evaluate

There remains scope to strengthen the process of 'planning to evaluate' by spelling out the evaluation/success criteria for key learning and development (l&d) activities at the planning stage (e.g. in the workforce strategy and/or training and development plan). With this in mind, and to simplify things, it may prove beneficial to develop a one-page, matrix style overview of the organisation's l&d needs that pulls everything together (e.g. the information contained in the Service Plan for Business Services, the Workforce Strategy and the Training and Development Plan).

Developing an overview document might provide more clarity regarding the plans and resources in place to meet the organisation's development needs, how these link to achieving objectives (e.g. the council's aims, working principles, objectives etc) and how the impact will be evaluated (or how success will be measured). This approach might make it easier to evaluate the impact of l&d on performance at organisation level and make it more of a planned activity rather than a retrospective exercise. Success criteria could include key performance indicators such as days sick per member of staff and staff satisfaction (according to the staff survey) as well as workforce development related objectives such as achieving level 3 of the Equality Standard for local government.

Evaluating the impact of l&d

The organisation collects an impressive amount of data on the impact of training (e.g. on productivity) at department level. Drawing some more conclusions from the analysis of this data from a corporate/strategic perspective and perhaps conducting a more formal cost vs. benefit analysis would help CMT make a more informed judgement about the value of its investment in l&d and decisions regarding future strategy.

This approach aligns with Rob Whiteman's thinking on 'future hallmarks of successful organisations' (in the article provided to the Assessor) which refers to '*better corporate capability to model cost benefit analysis*'.

Suggested actions:

- Set more measurable objectives/success criteria at organisation level for evaluating the impact of training
- When reviewing the results of the 3 month training evaluation forms compare the *perceived* benefits (e.g. in terms of improved customer service, improved motivation etc.) with *actual* results at organisation level

- Encourage managers to take more ownership of the process for planning and evaluating training (instead of relying on the training co-ordinators and the Central Personnel department); this could be achieved by 'assessing' managers' performance against these aspects as part of the appraisal process
- Conduct a more formal cost vs. benefit analysis of training and refine the methodology for evaluating return on investment; it might prove beneficial to tweak the current methodology and adopt a tried and tested formula for evaluating ROI in the key training activities (e.g. health and safety, ICT, induction, management, specialist external and specialist internal).

> The ROI formula:
>
> $$\frac{(total\ benefit - total\ costs)}{Total\ costs} = x$$
>
> 'x' x 100 = ROI%
>
> Benefits = money saved, productivity increases etc.
> Costs = trainer's time/fees, venue costs, delegates' salary costs etc.

- Report on and discuss the impact of l&d on the organisation at CMT level

Benefits:

- CMT is able to make a more informed judgement on its return on investment in its people
- The council makes efficient use of its resources and abides by its working principle 'to provide value for money services'

Leadership and management strategy

There is evidently a strong sense of the desired management culture emanating from the top. For example, the Chief Executive talked about the need for the council to be more outward focussed, innovative and less risk adverse and how this translated into leadership requirements such as leading by example and encouraging ideas.

The Standard requires that '*the capabilities managers need to lead, manage and develop people effectively are clearly defined and understood*'. Historically this had been a weaker aspect but in 2007 the council developed a Managers Guide which sets out what the council expects of its managers. At the time of the last review evidence was strong for this aspect and it was disappointing therefore to find that the guide has 'lost its teeth' somewhat. As one person said: *"I've seen the manager's guide; there's some good pointers in it; it's aimed at all levels…probably needs a bit of revision".* Whilst those interviewees in management positions were aware of its existence and new managers said that they had read the guide when they first joined, few used it as their point of reference when explaining what the council expected of them. That said, it was possible to link their responses to key themes contained within the guide such as 'managing the team' and 'managing the work'.

Taking the above into account there remains some scope for improving consistency of understanding (by managers and staff) of the desired management culture and for increasing managers' ownership of their responsibilities for developing their people (rather than relying on Personnel).   There is also an opportunity to place more

importance on leadership in line with the council's objective for developing leadership skills across the authority. As one person said: *"I would value more feedback from X on how I'm doing as a leader"*.

Suggested actions:

- Review the Manager's Guide to ensure that it remains relevant (in the context of the council's current objectives and challenges) and takes into account external good practice (e.g. as set out by the Institute of Leadership and Management)
- Include aspects of leadership in the guide
- Make more use of the guide as a tool to help identify leadership and management (l&m) development needs to inform future strategy
- Consider other methods of cementing people's understanding of what they can expect of their manager; developing a 'management charter' is one option; In time, the organisation could consider piloting some self-assessment and upward feedback against the desired capabilities (a form of 180 degree feedback)
- Regularly review managers' performance against desired capabilities (or competencies) e.g. include the key aspects in the appraisal process and refer to them in the staff survey

Benefits:

- People are able to make a more objective judgement on the effectiveness of their manager and judge whether they are getting a fair deal
- People are clear what capabilities they need should they aspire to a management position
- Stronger management succession plans in place
- The council has a framework for assessing and developing leadership skills throughout the authority, which is one of its objectives

Responsibility for IIP

To share the responsibility for retaining the Investors in People standard it may be beneficial to consider setting up a working group to take the above development areas forward and to help align IIP to other feedback mechanisms such as the staff survey.

Sources of help:

The Health and Well-being award – this may be of interest given the council's desire to reduce the sickness absence rate, address work/life balance issues and be proactive regarding health initiatives. Visit www.investorsinepeople.co.uk/healthandwellbeing.

Investors in People interactive: This is a free, online management improvement tool that has links to free information and resources including a library with many guides, examples and templates that you can download and customise. Visit www.investorsinpeople.co.uk to register and use this service.

The tool outlines the five management practices at the heart of Investors in People (Strategic Planning, Effective Management, Developing People, Culture and Communication and Managing Performance).

The Developing People library contains some templates (such as a cost benefit graph) that may prove helpful in strengthening the training evaluation process.

Acas (www.acas.org.uk) - useful source of advice and best practice in setting up a staff forums.

Managers PitStop: This is a free resource available through IBP to help develop managers within any organisation. After registering, they can access a wealth of on-line development regarding good management practice e.g. absence management, developing people etc. Short video clips are complemented by downloads including templates. This might provide a useful, additional resource that could be referred to in the Managers' Guide. Visit www.ManagersPitsop.com/ibp.
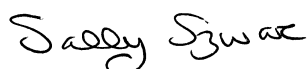

6.   Conclusion

Following this visit, I am pleased to confirm that Lewes District Council continues to meet the requirements of The Standard part of the Investors in People framework.

Also, you have met two evidence requirements from the 'Your choice' part of the Investors in People Framework.

The maximum period between Post-Recognition Reviews is three years. However, it is Inspiring Business Performance's policy to maintain contact with you between reviews. This is done via regular e-bulletins, and contact from Inspiring Business Performance and from me. The first contact from me would normally be in about six months' time, principally to find out how you are progressing with my suggested opportunities to improve and to see if you need any further support.

Planned date for my next contact: May 2011

Signed:

Investors in People Assessor

Date: 23rd December 2010

What next

As your Assessor my aim is to keep in touch with you in between reviews. The key opportunities to improve are captured within the improvement plan at the end of this report. One reason for me to maintain contact is to help you review your progress with the plan, providing guidance where required. With this in mind, it may prove beneficial to arrange a meeting in a year's time to review progress and ensure that you are heading in right direction.

It is worth noting that whilst there was insufficient evidence to meet all of the topics from the 'Your Choice' part of the framework included in the scope of this review, there are a number of areas where the organisation exhibits strengths and good practice, for example:

- Clear core values related to vision and strategy
- Key performance indicators are used to improve performance
- Social responsibility is taken into account in the strategy
- People and stakeholders are involved in strategy development
- A diverse, talented workforce is created
- People are support and trusted to make decisions
- People are committed to success
- There is a sense of ownership and pride in working for the organisation
- Self-review and information from external review are used
- People believe it's a great place to work

These topics were not included in the scope of this review. Therefore it is not possible to state that the evidence requirements within these topics are met. However, on the basis that there is evident good practice in these areas, you may wish to consider a review against these and/or other topics from the 'Your Choice' part of the framework next time with a view to achieving a higher level recognition e.g. bronze.

.

Appendix 1: Review Summary Chart

✓	Evidence requirement in scope: met
×	Evidence requirement in scope: not met
☐	Evidence requirement not in scope

INDICATORS

THE STANDARD	01	02	03	04	05	06	07	08	09	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓				✓	
5	✓		✓						✓	
6	✓									

YOUR CHOICE	01	02	03	04	05	06	07	08	09	10
4							✓			
5										
6										
7										
8										
9								×		
10					×	×				
11								×		
12										
13							×			
14										
15										
16						×				
17					×					
18								×		
19										
20										
21					✓					
22										
23										
24										
25										
26										
27										
28										
29										

EVIDENCE REQUIREMENTS	Met	Not met	Not in scope	TOTAL
The Standard	39	0	0	39
Your Choice	2	8	147	157
TOTAL	41	8s	147	196

Appendix 2: FINDINGS (IIP indicator numbers in brackets)

BUSINESS STRATEGY (1)

What IIP requires*:*

A strategy for improving the performance of the organisation is clearly defined and understood

How this links to the council's working principles and priorities for workforce development:

Organisation development – managing the changes that will arise successfully and with the involvement of staff

The planning process is well-established. The council plan is produced annually and looks ahead 3 years. In line with the council plan, departments develop annual plans for their services, in consultation with their staff. The council's ambition is *'to be recognised as a centre of excellence in environmental management and to make sustainable improvements in the quality of life of local communities'*. It also wants people to recognise it as a good, well performing council. Underpinning this ambition are 3 key aims (relating to the local economy, housing, health and wellbeing and the environment), 7 working principles and 9 strategic objectives.

A range of methods is used to communicate with staff including the intranet and team briefing sessions. In recent years there has been more emphasis on the use of technology and social media. For example, a wealth of information is available via the intranet and the Chief Executive compiles a weekly blog. Most people believed that communications were effective, rating team briefings as most effective.

"We're kept informed of corporate decisions; they've done a good job of keeping us updated on the spending cuts"

The organisation's overall direction and plan is developed by CMT. Managers described how they subsequently involve staff in improvement planning at a departmental/team level by asking people to comment on draft service plans and asking for input at team meetings. In some areas, 'away day' sessions are held to gain input into the plans.   Interviewees confirmed these practices and that they had sufficient involvement in the planning process.

"X is good at involving staff and keeps us informed of developments within the council"

"At the away day we put together the team's service plan"

"We tell staff how we're doing as a department and discuss any areas of concern; we feed back on any changes made as a result of what people have told us"

"I want to involve as many people as possible in the service plans….I want the ideas to come from them; I want them to tell me what is good and bad about the service…."

The Employment Committee has served as the main mechanism for consulting with union representatives. The level of consultation has now increased with a series of meetings arranged with the Chief Executive and Head of Business Services to

consult on issues such as the budget cuts.   Consequently union representatives believed that things were changing for the better. It was also noted that the Chief Executive had offered her mobile number to the branch and this level of accessibility was evidently valued.

Interviewees were clear what was expected of them in their roles and how they were expected to contribute to their department/service area e.g. by providing an efficient and effective service to the customer. Awareness of how this fitted into the bigger picture and specific council objectives was more limited (see Opportunities to Improve above).

"We are judged on missed bins and complaints; it's all about doing what we have promised for the public"

"Cost and environmental savings are important; that includes switching off lights when not using them"

"We provide a service for public health"

"They ask people to ask any question of the CMT at the team briefs but that is not always easy to do"

"The number one priority is delivering the budget cuts"

"We want to be an environmental leader; sustainability is part of the council's ethos"

"We're the face of the council; we have a good reputation that we'll help; want to be seen as someone that you can come to and we'll listen and take everything on board"

"I know what I'm doing, where I want to go, what my personal objectives are and how these fit with the aims of the department"

LEARNING AND DEVELOPMENT (2)

What IIP requires:

Learning and development is planned to achieve the organisation's objectives

How this links to the council's working principles and priorities for workforce development:

Organisation development - succession planning along with a programme of appropriate training and development to minimise the effects that the loss of key staff may bring

Skills development – further development of the council's training and development activities ….

The workforce strategy 2010-1015 sets out the priorities for developing the workforce over the next 5 years in the context of the council's aims, objectives and working principles.   These centre on: organisation, leadership and skills development, recruitment and retention and pay and rewards.   The strategy document includes an action plan that sets out key actions together with outcomes relating to meeting legal responsibilities, improved staff retention and equality of opportunity. To support the

workforce strategy, a new style of training and development plan has been developed to provide an overview of the activities planned over the next 18 months. Since the previous IIP review, the organisation has introduced the concept of 'productive time gained' as a way of measuring financial benefits from training.   It also now asks delegates and their managers after 3 months what benefits they feel they have gained under different categories including customer service, performance and work quality. In terms of resources, it was noted that the budget for training has increased this year in line with need for more accredited training/qualifications.

Since the last review a departmental level training needs analysis form has been introduced to encourage managers to consider the l&d needs within their department within the context of corporate goals, changing legislation etc. Managers were able to explain the l&d needs of their teams and individuals in general terms, the activities planned to meet them and the link with objectives in terms of delivering their service plans. Examples cited included: professional qualifications, legislative updates, skills development (e.g. presentations, facilitating meetings and conflict management), IT and health and safety training. They also explained how they would evaluate the impact by reviewing completed training evaluation forms, reviewing an individual's work, checking accuracy, monitoring statistics and achievement of targets within the service plan/s and through their ability to delegate more work.

"There are constant areas that the team needs to keep up to date with, like the changes to the Town and Country Planning act; we need to understand the changes to do our job well"

"We need people that are qualified to be able to defend public appeals and they need to be up to date with changes in legislation e.g. the fact that this area is now a National Park"

"The digital tacographs have changed and we need to brief all the drivers on using these"

People confirmed that they are involved in identifying their l&d needs as part of the appraisal process. Interviewees who had training planned were clear how their activities would benefit them and their service area/department in terms of

"We have to keep up to date on health and safety to be safe"

"We discuss training during my appraisal and you can put forward requests"

"During the appraisal we discuss training; they're responsive and listen to you"

People management (3)

What IIP requires:

Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people

Links with the council's objectives

Promote access and equality

Organisation development – progressing against the Equality Framework for Local Government

Equality of opportunity data is collected and monitored at organisation level and managers are keen to ensure that there is equality of opportunity for l&d within their departments. As an interviewee said:

"It's part of the organisation's ethos, a cultural thing coming from the organisation and myself…"

Most people confirmed that they have equality of access and opportunity to learn and develop.

"Even though they are not funding qualifications at the moment my manager has said that they will find the funds from the departmental budget"

"X keeps us up to date on training"

"X is very good at responding to training requests; very receptive to ideas"

"They're very committed; the council is good at supporting your strengths and building on your weaknesses"

There is an open management culture. Ideas and suggestions for improvement are discussed within departments (e.g. at team meetings) and in some areas other mechanisms such as pin boards are used. The agenda of CMT meetings includes a standing item for discussion of any issues raised at team meetings and since the last review the council has re-launched its suggestion scheme. Most people were positive about the process and valued the fact that they receive a response to their suggestions. However, some people felt the decision making process was somewhat lengthy. Overall, most interviewees believed they had the opportunity to contribute their ideas although some felt that there was a reluctance to change and a tendency for some managers to say '*that's the way it has always been done*'.

"They encourage us to put forward our ideas and ask our thoughts"

"They have a council wide suggestion scheme where we input ideas into saving the council money; we also have a housing suggestion scheme"

"I came up with a form to gain feedback from the public regarding X; this will save a lot of time next time we are asked to get feedback as it will already be here"

"There's an openness to ideas; we plan things together"

"Senior managers meet regularly; if you have any ideas for improving things you can put them to take forward to the meeting; if there are some things that could do with changing they'll take it on board"

Leadership and management strategy (4)

What IIP requires:

The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood

How this links to the council's working principles and priorities for workforce development:

Developing leadership skills throughout the authority

The capabilities required by managers are set out in the Manager's Guide and re-inforced during induction and appraisals. Managers evidently understand the management culture desired by the council and some referred to the Managers' Guide as their reference point. Although most were aware that the guide was on the intranet and some people, especially newer managers, said they had read it, some people said they had 'stumbled across it'. This indicates that the guide is not being seen or used as a useful tool. Taking this into account managers were able to explain what the council expected of them and their responses did link to some of the aspects of the guide. Interviewees said they needed to:

- be professional, courteous, open, honest, dedicated, committed, loyal and diplomatic
- provide a role model
- get the job done
- lead the team
- develop staff
- coach ('*ensure they progress and are properly motivated*') and mentor people
- allocate, oversee and supervise the work
- treat people fairly
- ensure people are accountable
- have a good knowledge of HR and procedures such as grievance and disciplinary
- look after staff well-being and make sure people feel valued
- keep people informed and hold regular team briefings ('*cascade information to people and vice versa*')
- monitor staff sickness
- listen and empathise
- get people to engage in their work

It was noted that there are plans to develop leadership skills within the authority and some people have taken part in an ILM accredited programme run by the Sussex Training Consortium.

"Man management has become more important as the organisation has grown"

"I set the overall direction and monitor performance; it's about fairness, honesty and integrity"

When asked what their manager should be doing (to lead, manage and develop them effectively) people said: have technical knowledge, be supportive, available and fair, provide information, support career development and feed back requirements to higher levels, provide feedback, review performance, carry out appraisals, one-to-

one's and team meetings, maintain an open door (policy), have an open table during meetings, take action and '*keep an eye out if we're struggling', 'look after my development',* support me, provide back up, hold regular team meetings, '*evaluate my performance', 'ask me how I'm doing*' and identify development areas.

"X has to know her place in the council and what the team can do to contribute; she needs to know that we know our job and can cope"

"X should ensure that the team delivers the service for the customer, be good at communicating, manage the team…..a manager that will go the extra mile"

"X needs a clear idea of what I'm doing, give me guidance, and discuss problems…"

Management effectiveness (5)

What IIP requires

Managers are effective in leading, managing and developing people

Links with the council's objectives

Be open and accountable; consult and listen…
Managing the changes that will arise successfully and with the involvement of the staff

There is strong role modelling from the top in terms of the desired leadership and management culture.   As the Chief Executive explained there is a need to build leadership skills to enable the council to be more outward focussed and innovative. She also explained how she tries to be an enthusing and empowering leader that leads by example, is hands-on (with projects), exhibits a high level of trust and is decent, thoughtful and pragmatic.

Managers explained how they demonstrate their effectiveness in terms of leading, managing and developing their people by taking an interest in individuals and their personal circumstances, adopting a collaborative approach (e.g. to achieving cost savings), '*getting stuck in with them*', supporting individuals with their learning (e.g. helping an individual put a log book together in order to achieve a qualification) and adapting management style depending on the individual (e.g. spending more time with new staff)

"I try to work with the staff, as a team, and pass knowledge down"

I use team meetings to keep in touch with staff and invite comments"

"In the appraisal I show how individuals' contribution fits with the bigger picture to demonstrate that the role is valued"

"I support staff with dealing with people; I've put polices and procedures in place so that they don't feel personally responsible"

"I stay and help people out; give them morale support if they have to work late or at weekends"

"At the away day I told the staff my values; people said it was inspiring; people know my non-negotiables"

"I build enough time in to talk to people about the personal side…"

There was evidence to show that managers provide regular feedback to individuals through formal processes such as appraisals and one-to-one's as well as informally. A number of managers talked about thanking people for a good piece of work by sending an email or highlighting their achievements in team meetings or via a piece in the LDC news.

"I give feedback when reviewing project plans and looking at reports"

"I talk about performance and say 'thanks for your support'…I never make anyone feel belittled; I'll say 'I'm disappointed'"

Most people evidently find the LDC style of management an effective way to be led, managed and developed and this is supported by the positive results of the recent staff survey. Inevitably, management effectiveness depends on the individual and where improvements were suggested these related to people skills, providing more structure and keeping people more informed. These were some of the responses received from interviewees when they were asked about the effectiveness of their manager:

"She is concerned about our physical and mental welfare; she checks that we feel OK"

"We have a lot of good technical people but they are then promoted and do not always make strong people managers"

"X is a very good manager; his door is always open; he shares information and involves you"

"I couldn't ask for better; he's approachable and listens; you can have a frank discussion and he does what he says he'll do"

"X is quite calm; easy to talk to; understands the admin role…"

"X is a very good manager; she's supportive of my role and caseload; keen to take things forward"

"X is fantastic, a breath of fresh air; he has new ideas and is more progressive"

"X takes me out on jobs with them so I can learn"

"I struggled with my new role and X gave me so much help"

"The team leader is excellent"

"X is great; he's settled into the job well; he does a good job of keeping us informed"

"He's very much on our side, it makes you feel valued"

"She would help me if I needed support with the cases and go through them with me"

"I'm completely happy with the X; I like her and respect her; the first thing she said was that she respects my opinions and will let me get on with my job"

"X is always there if you have a query, she's really busy but never shows any annoyance"

"If I'm stuck with anything or if I've exhausted other routes I can go to her and discuss the best options; I use her to bounce ideas off of and give me guidance"

Interviewees confirmed that they receive regular feedback on their performance via the methods described above.

"X picked up with me on my appearance; they were right it is important how I present myself to the public"

"My manager gave me some feedback on my assignments and made sure they discussed that with me"

"There's lot of discussion about how things are going"

"I was told my work was fantastic, the other day"

"I have an appraisal every 6 months; you do get feedback if you do something well, a general 'thumbs up'"

Reward and recognition (6)

What IIP requires:

People's contribution to the organisation is recognised and valued

Links with the council's objectives:

Be a good employer
Recruitment and retention – attracting and retaining staff with the skills needed
Pay and rewards – reviewing and introducing, if necessary and possible, changes to our approach on pay and benefits

The council recognises that its staff is one of its greatest asset and does it best to reward people within the constraints of the public sector. Managers gave examples of things that they do (to supplement the council's strategy) to recognise their people's efforts. These included: saying 'thank you', providing flexibility (e.g. in terms of time off), passing on feedback from the public, organising social events, organising training, making the role interesting, introducing an 'employee of the quarter award' in one department, rewarding people for suggestions, giving honorariums and spontaneous gestures such as buying cakes.

"We're a small authority, the small things like saying hello makes a difference"

"I make my boss aware when an individual has undertaken some valuable work; we put a note in the director's newsletter"

"A thank you goes a long way; I've put things in the LDC news and have given honorariums"

"I say 'thank you' or 'you did really well'"

"I try to spread new projects around to make the work interesting"

"I thank people for a good piece of work"

"In the appraisal system there's an emphasis on praise"

"I live the 'thank you' culture, praise people; I do a lot of 'thank you' emails and copy people in; I go round and talk to staff if something good happens"

Interviewees overwhelmingly believed that they made a positive difference to the council in terms of supporting the community, providing an excellent service to the public, *'always giving 100%'* and *'being prepared to work around the clock,'*

"We make sure people get paid"

"I feel the figures I produce are really important"

"We ensure quality of life for the tenants, make a difference to people's lives"

"I'm good with people; I've helped the team to gel and maintained harmony within the team; it was mentioned in my appraisal"

"Our team has a good reputation; customer service is good…we phone people back; it's easy to see someone…"

"I like to send them off the 'phone or out of the office feeling that they've been dealt with to the best of our ability, we make the effort"

"I come from a different background with different experience; I bring a fresh perspective, a different view on things"

Most people believed that their contribution was recognised and valued and referred to the range of methods used such as: verbal thanks and emails from their manager, long service awards, promotion, opportunities for development, 'mentions' in team briefs, LDC news and minutes of meetings and awards from external partners. A small minority felt that they were tolerated rather than valued but this linked to the nature of the service they provided.

"We got a free breakfast when we worked in the snow earlier in the year"

"The diversity of my job really makes me feel valued"

"We work as a team, we all congratulate each other"

"We get emails thanking us for collecting the rents"

"We're told we're doing a good job"

"Lots of people appreciate what I do; X is very good at thank you's"

"I was thanked for my input into a planning case"

"X thanked us for coping during the building works"

"You get a thank you if you go above and beyond and mentions in departmental briefs"

"Managers often say 'well done'"

"I get a pat on the back if I've done a decent piece of work"

"X says 'thanks for your help, that was really good'"

"If we get praise from clients we're encouraged to share it"

"Everyone always says how great I am, I'm told if I've done a good piece of work"

Involvement and empowerment (7)

What IIP requires:

People are encouraged to take ownership and responsibility by being involved in decision making

How this links to the council's working principles and priorities for workforce development:

Organisation development - having the appropriate procedures, training opportunities and consultation arrangements in place to respond to significant changes in the workplace …

The empowering style of management is another of the organisation's strengths and ownership and responsibility is encouraged at all levels. People are trusted to get on with their work and afforded a level of autonomy appropriate to their level of responsibility.

Managers described how they empower their people by giving them responsibility and involve them in decision making. For example, a manager described how she had involved her people in deciding how best to adapt procedures to take into account new legislation.

"I try to get people to come up with the answers themselves; to find their own solutions"

"I involve people in project planning and timetabling the work e.g. how to progress the local development framework"

"I involve the team in problem solving; it's a joint approach; I encourage people to take responsibilities for the calls logged and I allocate work according to specialist knowledge"

"I'm a big fan of door step decision making; I make it clear that I will back decisions; I empower people to make decisions with the knowledge that if they're wrong we'll discuss it; it's important for people to feel they're empowered to make a safe decision"

People confirmed the empowering culture and the level of involvement in decision making.

"Through the different meetings, they ask us what we think"

"At our meetings, we're asked for our comments e.g. on changing procedures"

"You can raise problems and they'll be discussed and you know they're listening"

"I make decisions and update afterwards, my manager appreciates me taking initiative and supports me in that"

"X makes me responsible for any decisions I make, but in a supportive way, they trust me"

"They make it clear what they want you to do and there is support if you need it; but they let you get on with it"

"There's no micro management"

"It's very enabling; they allow you to manage; they value your knowledge and experience"

"X involves you and makes you feel part of decisions"

"We're self-managing in the job; we make decisions on tenancy management…"

"We're not constantly watched; we're given independence; I manage my own diary; they know that you get on and do the work"

"I have the freedom to get on with the job but the support if I need it"

LEARNING AND DEVELOPMENT (8)

What IIP requires:

People learn and develop effectively

How this links to the council's working principles and priorities for workforce development:

Skills development – further development of the council's training and development activities ….

Managers described how they make sure people's l&d needs are met by agreeing objectives before training, reviewing these afterwards and by completing the 3 month corporate evaluation form.   The practice of encouraging people to share their learning with others (e.g. at a team meeting) is evidently well embedded and the fact that training appears to be a standing item on the agenda at team meetings is helpful in this respect.   Managers also seem to be good at providing people with opportunities to apply their learning by allocating appropriate tasks or projects.

"In one-to-one's I talk to my direct reports about their training; I believe in growing people …."

People said that the council supported their training and professional development and confirmed that their needs were being met. They were able to describe what they had learnt from their l&d activities and how this was helping them to fulfil their

roles e.g. in terms of increased knowledge, technical expertise, improved skills, confidence and competence.

"I learnt procedures to get a civil injunction for anti-social behaviour"

New employees and those who had changed roles confirmed the effectiveness of their induction. The 'corporate' induction is perceived as good quality and the buddy system is helpful.   There were some examples of effective induction procedures within sections/departments e.g. in one section newcomers are given a guide book.

"I joined the electoral services area near the time of the general election; I had to have training on the election management system to help me in the new role"

"I am covering housing management so have been on a housing management law course"

"X ensures new people are welcome"

"The buddying system was good and really helpful"

"X did the induction course; she pitched it really well; they are nice friendly days; the training was proportionate and spread out, well-paced; the whole bedding-in period was fantastic"

PERFORMANCE MEASUREMENT (9)

What IIP requires:

Investment in people improves the performance of the organisation

How this links to the council's working principles and priorities for workforce development:

Provide value for money services

The council monitors spend on training against the central budget and therefore there is an understanding at 'top management' level of the overall investment in learning and development in financial terms.

There is undoubtedly a belief at this level that the continued investment in l&d is worthwhile as demonstrated by the council's achievements e.g. in the context of being recognised as a good, well performing council (as set out in the achievements section of the council plan).   The council runs an annual staff survey which demonstrates an upward trend in all areas with 90% of staff saying they were satisfied with the council as their employer in this year's survey.   Since the last review the organisation has tried hard to provide more evidence for this aspect by seeking feedback from departments on the perceived impact of training on key aspects (including improved customer service, performance, and work quality and target achievement).   A new process has also been recently introduced whereby delegates and managers are asked to calculate the 'productive time gained' as a result of their training. This data is subsequently converted into a financial figure and analysed in an attempt to evaluate the financial benefits of training. There remains however some scope to draw some conclusions from this analysis (see Opportunities to Improve above).

Managers gave examples to demonstrate how training and development had improved the performance of their teams in terms of achievement of targets, improved service, compliance with regulations, the ability to offer guidance and advice to other local authorities (e.g. Legal Services has been accredited as a cpd unit and is now able to offer training to solicitors in other local authorities), smooth implementation of change, time savings, cost savings (by being able to do something in house), reduced sickness and new ideas (e.g. for updating the council's website).

Interviewees were able to explain how their l&d activities had benefited them as individuals and were also able to articulate the link with improved team/job and corporate performance. Examples were provided which demonstrated the impact on individuals' performance in terms of improved knowledge, confidence and competence and the knock-on effect on the team and organisation in terms of increased efficiency, improved quality of work, stronger succession plans and improved service to the public.

Continuous improvement (10)

What IIP requires:

Improvements are continually made to the way people and managed and developed

How this links to the council's objectives

Aim for continuous improvement

Since the last IIP review there has been a shift to more external training (e.g. Sussex Training Consortium) and staff have access to more information on-line (e.g. the staff handbook, policy management system, training records and suggestion scheme forms are on the intranet). To strengthen the training evaluation process a departmental training needs analysis form has been introduced, on-line quizzes are used to check people's understanding (e.g. of policies), the 3 month training evaluation form has been amended to include a question regarding perceived impact on productivity and the benefits of past training are now referred to in the workforce development plan. It was also noted that the budget for training has been increased.

Managers demonstrated that they are continuously improving the way they manage and develop their people with a number of interviewees citing their efforts to delegate more and adapt their management style to the individuals within their team.

Interviewees said that the council had maintained its people management and development practices and had noticed some further improvements including better communications, increased feedback from CMT, the improved policy management system, a more inclusive culture, more open channels of communication since the arrival of the new Chief Executive (e.g. the weekly blogs), increased accessibility of training (e.g. people can access their training records) and more concern for staff well-being (e.g. the implementation of the lone working initiative).

"We get a written departmental briefing and the new chief executive is doing a blog; in the old days we felt separate but it's changed with the introduction of computers"

"We're included at every level; it's improved over the years"

"There's more exchange of information with other agencies"

"We get a weekly e-newsletter from the communications office; it's more comprehensive; it's now all on-line"

"It's improving and showing promise; exciting times ahead with the new leadership"

Appendix 3 – article on measuring Return on Investment

Training and organisational change programmes are often very expensive so it is unsurprising that organisations are becoming increasingly interested in measuring the return on investment (ROI) made on them. This document looks at what ROI is and why it's so important, outlining the key steps for calculating the ROI on any training and development initiative.

What is ROI and why is it important?

ROI is simply a calculation that looks at benefits gained by an organisation in relation to its expenditure.

The main trends driving the need for accountability and evaluation in training and development (i.e. ROI) are:

- Training programmes are becoming more expensive to develop and deliver. Because these programmes are so expensive, they often require more thorough evaluations of their contribution to organisational performance.
- The importance of training in meeting strategic objectives within an organisation means that accountability is necessary.
- Organisations are increasingly implementing additional measures to gauge success and monitor progress in many areas. Training is no exception to this trend and will need to be measured, monitored and evaluated accordingly.
- Senior managers, in an attempt to manage resources efficiently in organisations, have brought closer scrutiny to the training and development process, often requiring accountability for significant training expenditures.

The ROI methodology

The general concept is to establish, in percentage terms, the return on any development initiative by deducting the costs of the activity from the overall benefits. The difficulty is, of course, that not all benefits can be quantified or measured numerically; for example, the extent of someone's leadership ability or their level of confidence.

The ROI process consists of a number of steps as set out below.

1. Collecting post-programme data

The first step is the collection of the baseline and follow-up data regarding performance. A variety of data collection methods are available, e.g. end of course survey sheets, tests and examinations. The most common follow up method – questionnaires – provide a rich source of information regarding the extent to which participants have applied what they have learned and the success they have subsequently achieved with the application. It is important to collect data only from people who actually experienced the training as this will help to ensure that the process is unbiased, objective and contains minimal errors.

Another important issue to address is the timing of the data collection. The problem with ROI calculations is that they are generally performed at a single (often random) point in time. However, the benefits of training are often experienced long after the event. Although some programmes are designed to have a long-term impact, the specific improvements from training programmes are difficult to capture if assessed years after the programme is completed. While the connection between training and performance may exist, it is often difficult for employees to make the connection

between training and an action plan item or other specific improvement that happens months or years after the training has taken place.

2. Isolating the effects of training

In every organisation, a variety of factors influence the output measures of organisational impact. Establishing whether training alone has been effective is very difficult, as training is only one of many influences that will drive a particular measure. Measures can include: quantifiable reductions in absenteeism; increased productivity; better quality of service or product; improved employee satisfaction; improved levels of employee turnover; improved bottom-line profit. Some of the methods that can be used to assess the impact that training has had on these measures include: control groups (monitoring and comparing the performance of groups of people who have received training and groups who have not), trend lines and forecasting models. One or more of these strategies should be selected in order to isolate the effects of training.

3. Calculating costs

An essential step is to capture the programme costs to determine the total investment. All the costs related to the training programme should be taken into account. These generally include:

- training needs analysis costs
- intervention development costs
- programme materials
- instructor or facilitator costs
- facilities costs
- travel/accommodation/meals, etc.
- participant salaries and benefits
- administrative/overhead costs
- evaluation costs

4. Calculating the ROI

ROI can be calculated and expressed as a percentage. The net benefits (the programme benefits minus costs) are divided by the total investment in the training programme. This provides an ROI formula comparable to ROI calculations for other investments, which typically show the net earnings divided by the average investment.

To show the actual return the following formula is used:

$$\frac{\text{Net Programme Benefits - Total Cost of Training Programme}}{\text{Costs}} \times 100\% = ROI$$

For example, if the net benefits have been calculated as 319,706 and the total cost of the training programme as 92,378.49. The calculation would work out as:

$$\frac{£319,706 - £92,378.49}{£92,378.49} \times 100\% = 246\%$$

Estimating the ROI for a training programme can be very difficult and the exact value will never be known precisely. However, the calculation used above is a generally

accepted technique for measuring training programmes.

5.Identifying intangible benefits

Intangible benefits are very important but are not translated into monetary values for the programme benefits. Intangible benefits are those benefits that cannot be assigned a monetary value or where an assigned value is questionable. Even though these benefits are not used in the ROI calculation, they are often very important to the goals of the organisation and often more relevant as far as performance is concerned. Some examples of intangible benefits are:

- increased job satisfaction
- increased organisational commitment
- improved teamwork
- improved customer service and reduced complaints
- reduced conflicts
- reduced stress

Practical ideas for obtaining a better ROI

- Refine end of course sheets to include questions such as 'What will you do differently as a result of this training?'.
- Follow up training with participants and their managers to find out exactly what they have done differently or how their performance has improved.
- Email a sample of people asking them about past 'critical incidents', the skills they used to deal with these incidents and where they acquired those skills.
- Interview participants, their managers and other key stakeholders (e.g. clients) before and after training, comparing work-related behaviours.

Commercial in Confidence

Appendix 4: Investors in People Continuous Improvement Plan

A. Key Information

Organisation	Lewes District Council	Date of last review	December 2010
Date of plan	21st December 2010	Review date for this plan	
Proposed next review date	TBA		

B. Key Contacts

Client Key Contact	John Clarke	E	John.clarke@lewes.gov.uk	T	01273 484234
Assessor	Sally Szwarc	E	Szwarc@ukgateway.net	T	01883 712756
Client Coordinator	Nicole Veal	E	NicoleVeal@ibp.uk.com	T	0207 4925926

C. Recommended Future Activity

Development Area	Objective of Development, i.e. expected outcome	Organisation Activity	Suggested Support from Centre/Specialist/others
Communicating the council's aims and objectives	To strengthen people's understanding of the 'bigger picture' and how the plans for their department/service will help the council achieve its plan		
Staff consultation arrangements	Ensure that staff consultation arrangements allow people to take part in decision-making e.g. by setting up staff forums		Visit the Acas website for more information on setting up staff forums
What the council expects of managers	Develop a more consistent understanding of what the council expects of its managers (e.g. by using the Managers Guide as a more powerful tool for reviewing managers' performance)		Visit IIP interactive and look in the Effective Management section – role of the manager – definition of role – management skills matrix and management skills assessment

Consider external best practice e.g. ILM |

Reward and recognition	Make the reward and recognition strategy more motivating for people e.g. by involving staff in developing the strategy		
Evaluating the impact of learning and development on the performance of the council	Set clear evaluation criteria or measures of success for l&d at the planning stage at organisation level Draw some more strategic conclusions from the analysis of data collected from the 3 month evaluation forms and report on these to CMT		Visit IIP interactive and look in the Developing People library – evaluation of learning section See article on evaluating ROI in appendix 3 of this report