



INVESTORS IN PEOPLE

PROFILES REPORT

For

Nottingham City Homes

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On behalf of



Date: March 2009

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Objectives for the Review:

- Review and report on the Organisation's current position against the Investors in People Profiles Standard.
- Identify progress and provide feedback against the levels within Profiles.
- Make recommendations where appropriate.

Methodology

- Meetings with senior members of NCH
- Interviews with approximately 6% of staff from a range of disciplines and levels.
- Review of people-related systems and processes.

EXECUTIVE SUMMARY

Nottingham City Homes were re-established as an Investor in People in February 2008, having been in 'retaining recognition' for approximately twelve months. The Organisation has made significant progress during the last two years and within the last six months has achieved two star status (with excellent prospects). The Organisation is aiming to become a three star ALMO within the next two to three years. The decision to be reviewed against the Investors in People Profiles model at this stage is seen as part of the NCH continuous improvement process.

Profiles is judged over four levels:

LEVEL 1

Represents an organisation meeting the evidence requirements of the Standard and demonstrating good practice.

LEVEL 2

Represents an organisation exceeding the requirements of the Standard by achieving at least 50% of the levels 2 and 3 statements, in addition to level 1 requirements.

LEVEL 3

Represents an organisation significantly exceeding the requirements of the Standard by achieving 100% of the levels 2 and 3 statements, in addition to level 1 requirements.

LEVEL 4

Represents an organisation demonstrating excellent practice by achieving all of levels 1, 2, 3, and 4 requirements.

Therefore this review has taken into consideration all of the evidence requirements relating to all four areas of Profiles and is reporting against the full Profile model. This will enable NCH to identify specific areas where further progress can be made.

The Indicators have also been grouped and colour-coded in their related themes i.e.

- **Indicators 1 & 2** – Strategic and Operational Planning.
- **Indicators 3, 6, & 7** – People Strategies
- **Indicators 4 & 5** – Leadership & Management
- **Indicator 8** – Learning & Development
- **Indicators 9 & 10** – Measuring & Improving Performance

The graph on page 5 provides an overview of the results and further graphs under the various headings show how NCH has performed against the individual evidence requirements. Appendix One lists the evidence requirements in full.

SUMMARY OF FINDINGS

The overall result is mixed, with some excellent practice being identified and also other pockets of good practice that can be replicated elsewhere in the Organisation. There are some areas where progress has not been so good and tend to reflect the progress of the change processes that are currently underway.

A more detailed analysis of the Profile review is provided later in this report, but the following table gives an overview of the findings.

Profile Overall Scoring

INDICATORS	1	2	3	4	5	6	7	8	9	10
LEVEL 4										
LEVEL 3										
LEVEL 2										
LEVEL 1										

The graph demonstrates that in two areas NCH have exceeded Level one:

Indicator 1 -Strategic Planning achieved Level 2.

Indicator 7 - Taking ownership & responsibility achieved an excellent Level 3.

There are also four areas where Level 1 is marginal; they are Indicators 3, 4, 5 and 10.

STRATEGIC & OPERATIONAL PLANNING

INDICATOR 1. A strategy for improving the performance of the organisation is clearly defined and understood.		ACHIEVED LEVEL TWO	
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 4. Managers can describe how they involve people when developing the organisation's business plan and when agreeing team and individual objectives. 	<ol style="list-style-type: none"> 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.
Levels 2 and 3	<ol style="list-style-type: none"> 1. Top managers make sure the organisation has a clear set of core values that support its purpose and vision. 2. Top managers make sure the organisation's strategy is developed through the involvement of managers, people, stakeholders and other sources. 3. Top managers make sure the organisation has key performance indicators to improve its performance. 4. Top managers can describe how social responsibilities are taken into account in the organisation's strategy. 	<ol style="list-style-type: none"> 5. Managers can describe the organisation's core values and what this means to the way they are expected to manage. 6. Managers can describe how they are involved in developing the organisation's strategy. 7. Managers can describe the key performance indicators they use to improve the organisation's performance. 8. Managers can describe the organisation's social responsibilities and what this means to the way they are expected to manage. 	<ol style="list-style-type: none"> 9. People can describe the organisation's core values and what this means to the way they are expected to work. 10. People can describe how they are involved in developing the organisation's strategy. 11. People can describe the key performance indicators used by the organisation to improve its performance. 12. People can describe the organisation's social responsibilities and what this means to the way they are expected to work.
Level 4	<ol style="list-style-type: none"> 1. Top managers make sure the core values are at the heart of the organisation's strategy and govern the way it operates. 2. Top managers can describe how social responsibility is part of the culture of the organisation. 	<ol style="list-style-type: none"> 3. Managers can describe how they make sure the core values are at the heart of the way the organisation operates. 4. Managers can describe how they make sure social responsibility is part of the culture of the organisation. 	<ol style="list-style-type: none"> 5. People believe the core values are at the heart of the way the organisation operates. 6. People believe in and share the organisation's vision and values. 7. People believe that social responsibility is part of the culture of the organisation.

Strategic planning is seen as a real strength, with the 10 year strategic vision, stakeholder involvement and a focus on social responsibility. This gives the highest score against the evidence requirements for top managers.

There are numerous plans in place or under development to meet the 10 year vision for example:

- 3 -5 year financial timetable
- annual delivery plans
- vision management plans
- service improvement plans
- communications & marketing strategy

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- specific action plans to meet the recommendations from the last audit.

The 7 key objectives provide a focus for NCH and these have been developed exclusively by the EMT for implementation by the directorates.

The involvement of any representative structure in the planning processes has not been tested due to a lack of availability of the appropriate union representatives during the site visits. However it is believed by the senior team that relations have improved and there is regular dialogue.

Managers are instrumental in developing the service improvement plans and involve staff in the process. The new SIP template has received a mixed response, with some finding it over-complicated.

There is a good understanding and in most areas acceptance of the core values, but this is very task driven rather than being part of the culture. The same applies to the application of social responsibility.

INDICATOR 2. Learning and development is planned to achieve the organisation's objectives.			ACHIEVED LEVEL ONE
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1	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.
Levels 2 and 3	1. Top managers can describe the learning and development strategy they have in place to build the organisation's capability to achieve its vision. 2. 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.	3. Managers can describe the plans they have in place to build their team's capability to contribute to achieving the organisation's vision. 4. Managers can describe how they involve people in identifying the learning and development needs of their team and the activities planned to meet them. 5. Managers can describe how they take account of people's different learning styles when planning learning and development.	6. People can confirm that their learning and development is planned to build their future capability to contribute to achieving the organisation's vision. 7. People can describe how they are involved in identifying the learning and development needs of their team and the activities planned to meet them. 8. People can describe what the team learning and development activities should achieve for the team and the organisation . 9. People can confirm that learning and development takes account of their preferred learning style. 10. People believe they have a responsibility for their own learning and development.
Level 4	1. 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.	2. Managers can describe how they act as a role model for continuous learning.	3. People believe that continuous learning is at the heart of the culture of the organisation.

NCH continues to invest heavily in the development of its staff. There is a large financial commitment, plus internal departments to manage and in part deliver training across the organisation. Identifying development needs is designed to be 'top down' and 'bottom up'. Programmes, such as Crag Rats, are seen as a prime example of identifying and meeting a strategic development need through innovative means. There is some evidence to show how a culture of learning and development is beginning to grow, but there is no strategy in place that will support a 'learning organisation'. For example there are no clear career paths or talent management strategies that will identify and develop the next generation of leaders or technical experts from within.

Managers are able to use SIPs to identify team development needs, and 'bottom up' development is reliant primarily on the PDR process as conducted by managers. The development needs are collated into a departmental training plan and fed into the development of the NCH training programme. However this has been inconsistent in its application. PDRs have slipped in a number of areas as has the quality of some completed PDRs, for a variety of reasons; the push to attain two stars often being quoted. This impacts on how people perceive

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their involvement in identifying their own development needs and those of the team, and also whether their development needs are being recognised.

Different learning methods are used to deliver training, but there is no evidence to show how individual learning styles have been identified and utilised.

PEOPLE STRATEGIES

INDICATOR 3 Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.

ACHIEVED LEVEL ONE

	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p> <p>5. People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.</p>
Levels 2 and 3	<p>1. 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.</p> <p>2. Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace.</p> <p>3. Top managers can describe strategies they have in place to support work-life balance to meet the needs of the organisation and its people.</p> <p>4. Top managers can describe how they have created an environment where giving and receiving constructive feedback is valued.</p> <p>5. Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents.</p>	<p>6. Managers can describe how they make sure recruitment and selection is fair, efficient and effective.</p> <p>7. Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace.</p> <p>8. Managers can describe how they make sure work-life balance solutions are effectively put into practice.</p> <p>9. Managers can describe how they encourage people to give and receive constructive feedback.</p> <p>10. Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation.</p>	<p>11. People believe recruitment and selection is fair.</p> <p>12. People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace.</p> <p>13. People can describe how they are supported in balancing their work and personal lives.</p> <p>14. People can describe how they give and receive constructive feedback to improve performance.</p> <p>15. People believe they are given the opportunity to make the most of their talents within the organisation.</p>
Level 4	<p>1. 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.</p> <p>2. Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation.</p> <p>3. Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation.</p>	<p>4. Managers can describe how they play an important role in recruiting and selecting people with values that match the organisation's values.</p> <p>5. Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential.</p> <p>6. Managers can describe how they value the work-life balance strategies and apply them creatively to benefit individuals, teams and the organisation.</p>	<p>7. People can describe how their views are taken into account when recruiting and selecting team members.</p> <p>8. People believe everyone in the organisation values diversity.</p> <p>9. People believe work-life balance is valued and part of the culture of the organisation.</p>

The senior team encourage staff to become involved in numerous working groups designed to identify ways to implement the 7 key objectives. These groups often involve stakeholders.

- *"We're consulted more, we're just generally included; we even get a weekly newspaper, never used to".*
- *"They're asking us how to do things and we're telling them and they're taking it on board; it's never been heard of".*

There is a strong desire to be seen as exemplar in the field of inclusion, involvement and diversity. The current equality and diversity strategy is under review, with benchmarking taking place with other ALMOs. An equality and diversity group has been established, but as yet has no terms of reference. Generally NCH is seen to be fair and equal to all, with some excellent examples of how steps have been taken to accommodate the less able into the workplace.

There are however a number of discrepancies when it comes to terms and conditions, and also in how managers apply policies and procedures. For example the staff sickness and absence interview trigger point.

There is a flexi working policy and independent counselling services made available. All staff are expected to attend equality and diversity training and there are also some excellent examples where staff have been allowed to work flexibly in order to meet their personal commitments. Some managers have also been creative in enabling part time staff the opportunities for development.

However some people do feel that they do not get the development they need to do their job effectively. For example one manager deemed that the staff were too busy to attend training events. In one example staff were removed from an event half way through because of pressure of work.

There is a review underway to improve the way the organisation develops its talent, but at the moment development beyond the current role is ad hoc. There is a significant number of secondments and people operating in 'acting' roles, but this is through necessity and not by any controlled process of development. There is also feedback from some staff that are in acting roles whilst still doing their original job. They are extremely stressed and don't feel appropriately supported.

Recruitment and selection is generally seen to be fair and there have been some excellent management appointments in recent months. However it has been suggested that equality and diversity is not being properly monitored at recruitment and selection. It may be worthwhile reviewing the data collection process and subsequent reporting methods, particularly for management posts.

- *"Some people have been encouraged to apply for manager posts but not me".*

Managers generally promote equality and diversity, but have on occasion unwittingly discriminated against certain staff (example 2nd and 4th paragraph).

People's contribution to the organisation is recognised and valued.

INDICATOR 6. People's contribution to the organisation is recognised and valued.		ACHIEVED LEVEL ONE	
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1		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.
Levels 2 and 3	1. 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. 2. Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy.	3. Managers can describe how they are involved in developing the organisation's reward and recognition strategy. 4. Managers can describe how they apply the organisation's reward and recognition strategy fairly. 5. Managers understand what motivates their people and take account of this when recognising and rewarding them. 6. Managers can describe how they reward and celebrate individual and team successes and achievements.	7. People who are members of representative groups can confirm that the groups are involved in developing the organisation's reward and recognition strategy. 8. People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded. 9. People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it. 10. People can describe how individual and team successes and achievements are rewarded and celebrated.
Level 4	1. Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked. 2. Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal requirements.	3. Managers can describe how they involve people in developing the organisation's reward and recognition strategy. 4. Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation.	5. People can describe how they are involved in developing the organisation's reward and recognition strategy. 6. People can describe how they recognise the contribution their colleagues make to the organisation.

The Reward and recognition strategy is under review and therefore there is no evidence to link reward and recognition to strategy as yet.

- *"I can totally out-perform people on the same grade and still get the same pay rise".*

There are though a number of methods in place that recognise good work. For example: 'Office of the Month' where the highest performing Housing Office receives a prize for coming top against a number of performance indicators. A suggestion scheme has also recently been re-launched, although people don't seem to know how suggestions are judged. There are also bonuses, long service awards, access to healthcare, child care vouchers etc.

- *They make a point of presenting certificates at meetings; they've bothered to come, it's just brilliant".*

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There is no evidence from representative groups to confirm their involvement in developing any reward strategies.

There are some good examples from managers to demonstrate how they recognise and value people; for example an extra day's holiday awarded to all staff for a successful audit.

Some teams are better at celebrating success than others; this seems to be dependent on the manager. There is no consistent process across the Organisation.

- *"It would be nice if someone recognised me, I have to instigate all the contact".*

INDICATOR 7 People are encouraged to take ownership and responsibility by being involved in decision-making. .		ACHIEVED LEVEL THREE	
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1		<p>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.</p>	<p>1. 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.</p> <p>2. 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.</p>
Levels 2 and 3	<p>1. 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.</p> <p>2. Top managers make sure the organisation has effective internal communication systems to encourage knowledge and information to be shared throughout the organisation.</p>	<p>3. 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.</p> <p>4. Managers can describe how they encourage the knowledge and information to be shared throughout the organisation.</p>	<p>5. 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.</p> <p>6. People believe that the consultation arrangements are effective and allow them to take part in decision-making.</p> <p>7. People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance.</p> <p>8. People believe their managers trust them to make decisions that improve performance.</p> <p>9. People can confirm that they are committed to the success of the organisation.</p>
Level 4	<p>1. Top managers can describe how consultation and involvement is part of the organisation's culture.</p> <p>2. Top managers can describe how they involve people in designing consultation arrangements.</p> <p>3. Top managers can describe how they have created a culture where people aim for continuous improvement.</p>	<p>4. 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.</p>	<p>5. People can confirm that they are involved in designing consultation arrangements.</p> <p>6. 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.</p> <p>7. People can describe what gives them a sense of ownership and pride in working for the organisation.</p>

INDICATOR 7 is the highest scoring area of the PROFILES review and only just falls short of a level 4 score...

The strategy of empowerment and involvement is now a well established, with decision making in most areas pushed down to the individuals in direct contact with customers. Almost all staff feel that they have a voice in the Organisation. Through involvement in

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working groups, being able to voice opinions at team meetings or informally with their managers, staff feel comfortable that they can challenge decisions and that someone is listening to them.

- *I can't think of anything I've introduced that they've not been involved in".*
- *"At first they were listening but not hearing, but now they do".*
- *"Never mind 3 star, I want 4 star, to be the best, it's about pride".*
- *"I have more powers to get repairs done; now it's just one call".*
- *We're listened to a lot more; it's more productive and good for morale".*
- *"People used to be afraid to stick their head above the parapet".*
- *"Things are pretty good; you're left to get on with it".*
- *"They seem to trust me for some reason".*
- *"If one of us finds a solution to a problem we have a little huddle to discuss it".*
- *"I've got more potential diplomats than anywhere else in the Organisation".*

NCH has managed to establish a performance culture in most areas, with staff taking a real interest in setting and measuring their performance. For example a number of staff who were interviewed are involved in working parties and confirm how they are able to give their input without restriction. This is seen to be very effective in Repairs and maintenance where the manager enables staff to form working groups to resolve a host of operational issues that get raised at monthly departmental meetings. The working groups are expected to feedback their conclusions at the next meeting. There is no evidence to support a consistent approach to consultation with staff during the design stages.

Communication has improved also, both internally and externally, with staff reporting a much clearer understanding of the aims of NCH and their role in it. Performance is also communicated more frequently to everyone and in an understandable manner. Most staff can recite how the Organisation is doing even outside of their own area of influence. The impact of the new branding has also had a positive effect; in particular replacing the vehicle fleet and adopting a new, smarter livery. The profile of NCH is much higher now and staff recognise this.

- *"It's been nice having somebody who keeps us informed and seems to care; it's given us a bit of stability".*

LEADERSHIP AND MANAGEMENT

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

INDICATOR 4. The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood. ACHIEVED LEVEL ONE			
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1	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.
Levels 2 and 3	1 Top managers can describe how they define the current and future capabilities managers need in line with the organisation's purpose, vision and values. 2 Top managers make sure managers are regularly reviewed against the capabilities and receive constructive feedback on their performance. 3 Top managers make sure managers are provided with the help they need to develop the capabilities.	4 Managers can describe how they are involved in defining the current and future capabilities all managers need. 5 Managers can confirm that they are regularly reviewed against the capabilities and receive constructive feedback on their performance. 6 Managers can confirm that they are provided with the help they need to develop the capabilities.	
Level 4	1. 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. 2. Top managers can describe how they create an environment where everyone is encouraged to develop leadership capabilities.	3. Managers can describe how they encourage everyone to develop leadership capabilities.	4. People can give examples of how they have been encouraged to develop leadership capabilities.

The new and preferred leadership style is one of coaching and consultation and this can be observed in a number of areas and at different levels, providing excellent motivation and improvements in staff morale.

- *"Chris Langstaff is very motivational; when he speaks I feel uplifted. He's established a solid foundation".*
- *"My Patch manager is lovely, she's Wonder Woman".*
- *"Gary is a breath of fresh air, he's willing to take the flack".*

There has been substantial management and leadership development over recent years. There are core competences for all management posts and the appraisal process is in part designed to measure management effectiveness. It is recognised that this needs to be revised to meet the competences required for the new coaching and consultation leadership style

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However the leadership style is not consistent and this is recognised by managers themselves. Managers have been under increasing pressure to improve the service and in particular to achieve a two star rating. In addition there are quite a few who are in acting roles who feel that they have not been receiving effective support from *their* managers.

- *"There's not been anybody to give me consistent support, it's still very reactive".*
- *"I'm not getting any help".*

The ability to provide consistent management and leadership is not helped by a mix of historical systems, processes, terms and conditions that appear to create discriminatory practices. For example:

- Different sickness and absence interview trigger points, depending on where you work.
- Perceived different pay scales for the same job depending on location e.g. call centres.

On balance staff feel that they know what they should expect from a good manager. They can give personal descriptions of how a manager should be and this generally fits with the new style of leadership.

Although empowerment is recognised and accepted by staff, there is still no strategy to encourage and develop leadership at all levels.

- *"I've asked for a people management course but can't get on because it's for managers only".*

INDICATOR 5 .Managers are effective in leading, managing and developing people.		ACHIEVED LEVEL ONE	
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1		<p>1. Managers can explain how they are effective in leading, managing and developing people.</p> <p>2. Managers can give examples of how they give people constructive feedback on their performance regularly and when appropriate.</p>	<p>3. People can explain how their managers are effective in leading, managing and developing them.</p> <p>4. People can give examples of how they receive constructive feedback on their performance regularly and when appropriate.</p>
Levels 2 and 3	<p>1. Top managers can describe how they act as role models when demonstrating the leadership and management capabilities in line with the organisation's values.</p> <p>2. Top managers can describe how they act as role models when working as a team and sharing knowledge.</p>	<p>3. Managers can describe how they lead, manage and develop people in line with the organisation's values.</p> <p>4. Managers can describe how they encourage people to work together and share knowledge within and across teams.</p> <p>5. Managers can describe how they make sure people receive information, advice and guidance to help them plan and develop their career.</p> <p>6. Managers can describe how they use coaching skills to help people achieve their potential.</p> <p>7. Managers can describe how they act on feedback from all levels in the organisation to improve the way they lead, manage and develop people.</p>	<p>8. People can describe how their manager leads, manages and develops them in line with the organisation's values.</p> <p>9. People can describe how they work together and share knowledge within and across teams.</p> <p>10. People can confirm that they receive information, advice and guidance to help them plan and develop their career.</p> <p>11. People can describe how their managers use coaching skills to help them achieve their potential.</p> <p>12. People can confirm that they are able to give constructive feedback to their manager, and believe it is well received and acted on.</p> <p>13. People can confirm that they respect and trust their managers.</p> <p>14. People can confirm that they have confidence in the leadership and management capabilities of top managers.</p>
Level 4	<p>1. Top managers can describe how they act as role models for inspirational leadership and have an open, honest and trusting management style.</p> <p>2. Top managers can describe how they have made coaching part of the organisation's culture.</p>	<p>3. Managers can describe how top managers inspire them to lead, manage and develop people effectively.</p> <p>4. Managers can give examples of how they themselves act as inspirational leaders.</p>	<p>5. People can describe how managers inspire and motivate them to achieve their full potential.</p> <p>6. People believe the organisation has a culture of openness and trust.</p> <p>7. People believe that coaching is part of the organisation's culture.</p>

There are some excellent examples of effective leadership across the Organisation. For example within Estate and Caretaker Services and parts of Repairs and Maintenance where a new leadership approach has improved morale and motivation. The EMT are singled out as providing good leadership and clear direction. Staff recall the positive impact when the Housing Director joined in their work for a few hours

- "There's been a definite shift in management style; there's much more accountability, we now know where we are going".
- "I like him, he's got umph! real drive and they've all got the same vision".
- "She asks doesn't tell".

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- *"She's a fantastic manager, she's really changed me".*
- *"A lot more approachable and treated in the right way"*
- *"With a new management team comes new hope".*
- *"We used to have five managers, now we've got one and he gets more done than the lot of them".*
-

However the culture is still changing and seems primarily to judge the performance of the Manager by statistics (managing the processes and numbers); there is little emphasis on how they lead and motivate their teams to achieve the numbers. This is not in keeping with the preferred leadership style of NCH. The slippage in staff PDRs in certain areas is a likely outcome of managers not perceiving the value of the process as a means of motivating and developing their teams. This is further evidenced by the lack of time given, in one reported incident as little as 10 minutes to conduct an annual PDR.

- *"It all went a bit west this year due to the inspection".*
- *"If I was looking to be motivated by my Boss I wouldn't be here now".*
- *"In the past it's been 'us and them' and the old culture still prevails in lots of areas"*

LEARNING AND DEVELOPMENT

INDICATOR 8 People learn and develop effectively.			ACHIEVED LEVEL ONE
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1		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.
Levels 2 and 3	1. Top managers make sure the organisation makes effective use of internal and external resources for learning and development. 2. 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.	3. Managers can describe how they make sure knowledge and learning is shared across the organisation. 4. Managers can describe how they provide learning and development opportunities for people to achieve their full potential for mutual benefit. 5. Managers can describe how they recognise and celebrate learning and development achievements. 6. Managers can describe how they make sure learning and development is an everyday activity.	7. People can confirm that knowledge and learning is shared across the organisation. 8. People can describe how they are encouraged to try new approaches and learn from their efforts, mistakes and successes. 9. People can confirm that they are motivated to learn and enjoy putting their learning into practice. 10. 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. 11. People can describe how learning and development achievements are recognised and celebrated. 12. People can confirm that learning and development is an everyday activity.
Level 4	1. Top managers can describe how they have created a culture where all learning is valued. 2. Top managers can describe how they make sure mentoring opportunities are available.	3. Managers can describe how they support people in their personal development activities and encourage them to broaden their knowledge and skills through learning.	4. People can describe how they are supported in their personal development activities. 5. People can confirm that mentoring opportunities are available.

There is a range of development activities continuously underway; some corporate such as Crag Rats, some mandatory and some developmental. Good use is made of external resources in order to meet the identified development needs, for example NVQs and other external qualifications. NCH supports a number of staff through, for example housing qualifications, but this tends to be individual cases and is not done as part of structured career plans for particular grades (see Suggested Areas for Development – Succession planning).

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Most managers are very good at making sure that their teams receive the training they need to do their immediate job. There are however examples where the job seems to get in the way of training (see equality and diversity comments under INDICATOR 3).

In addition to the various qualifications being supported, there is a corporate training programme that is provided by both the internal and external providers, for example:

- Health and Safety
- Lifting and Handling
- 17th Edition
- CSCS cards
- Asbestos Awareness
- Equality and Diversity

There are also good examples where learning is shared across the teams through a cascade of learning, for example at team meetings.

- *"It's good to know that we share the same problems and can offer each other solutions. For example we've put up multi- language signs so that me and the residents can point at them when we need to".*

The apprentices rate the NCH apprenticeship scheme as the best in Nottingham.

The corporate induction process for new recruits is seen to be thorough and informative. Every new member of staff is expected to attend. The effectiveness of the induction into the role is dependent on the manager and there are mixed responses. Some new staff feel that they have received an excellent induction whilst others have been left to struggle.

- *"I don't really regret taking the role, but it could have been managed better and there's still not enough support"*

Over the last year there have been a number of people taking on additional roles or secondments due to illness or the departure of the previous incumbent. Here again induction into the new role has been restricted, primarily by the lack of people.

MEASURING AND IMPROVING PERFORMANCE

INDICATOR 9 Investment in people improves the performance of the organisation.		ACHIEVED LEVEL ONE	
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 4. Managers can give examples of how learning and development has improved the performance of their team and the organisation. 	<ol style="list-style-type: none"> 5. People can give examples of how learning and development has improved their performance, the performance of their team and that of the organisation.
Levels 2 and 3	<ol style="list-style-type: none"> 1. Top managers can describe how the organisation measures and evaluates how its people management strategies contribute to the organisation's performance. 2. Top managers can describe the impact of their investment in people on achieving key performance indicators. 	<ol style="list-style-type: none"> 3. Managers can describe how they are involved in measuring and evaluating how the organisation's people strategies contribute to its performance. 4. Managers can give examples of improvements in the performance of individuals, their team and the organisation as a result of people management activities. 	<ol style="list-style-type: none"> 5. People can describe how their career prospects have improved as a result of their learning and development and the way they have been managed. 6. People can give examples of improvements in the performance of the team as a result of people management and development activities.
Level 4	<ol style="list-style-type: none"> 1. Top managers make sure the organisation has a robust and flexible approach to measuring and reporting the return on investment on its people strategies. 2. Top managers make sure that the return on investment on its people strategies is reported clearly to all stakeholders. 		<ol style="list-style-type: none"> 3. People can describe how the organisation's investment in people has improved its performance.

There has been a significant investment in development; in addition to the cash budget there is the investment in the internal team to manage and deliver the training and development activity. The investment can be quantified through a range of improvements to the Organisation's performance.

The major achievement is in being deemed a two star ALMO with excellent prospects, and in winning the major repairs and maintenance contract. This has had significant financial benefits for the Organisation and has provided an excellent platform for development. One of the major development programmes was designed to support the culture change the culture. There have been numerous comments regarding the effectiveness of the Crag Rats programme, but the evidence does indicate that it has focused staff on customer expectations and has helped to change the culture.

- "It means I communicate more internally now".
- "We're not a building site, we're a social enterprise".

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- *I believe that we're a people business".*
- *I thought at the time that Crag Rats was a waste of time, but on reflection it's worked".*

Other programmes have been implemented to help raise motivation and morale, for example:

The caretakers have undertaken qualifications with the British Institute of Cleaning Sciences. This has had a big impact on their esteem and morale.

- *"We used to just slosh it into a bucket, now we measure the chemicals carefully".*
- *"You need to be qualified, not just anybody can do this".*

It is questionable whether in the last year the true development priorities have been filtered through the system effectively. The lack of effective PDRs and the pressure to achieve a successful inspection outcome has seen managers give this area a low priority. This has an impact on the programme being offered and the investments being made in development. In addition the perceived budget freeze has held up certain planned development.

INDICATOR 10. Improvements are continually made to the way people are managed and developed.			
	Top managers	Managers (includes top managers)	People (includes top managers and managers)
Level 1	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.
Levels 2 and 3	<p>1. Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed.</p>	<p>5. Managers can describe how they review and evaluate people management and development and use this learning to shape future activity.</p> <p>6. Managers can describe how they involve people in identifying improvements to the way they are managed and developed.</p>	<p>7. People can give examples of how they are involved in identifying improvements to the way they are managed and developed.</p> <p>8. People believe that managers are genuinely committed to improving the way they manage and develop them.</p>
Level 4	<p>1. Top managers can describe how the organisation has used internal and external benchmarking to review and improve its strategies for managing and developing people.</p> <p>2. Top managers can demonstrate an improvement in people's view of how they are managed and developed.</p>		<p>3. People can describe improvements that have been made, as a result of their feedback, to the way the organisation manages and develops people.</p> <p>4. 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.</p>

The successful outcomes of the inspection and the awarding of the repairs and maintenance contract has enabled the Organisation to plan more effectively and longer term. The strategic issues are well understood by the EMT and there are numerous working parties conducting research or developing strategies for improvement.

Suggested Areas for Development

Management Capabilities and Effectiveness

The new leadership culture is beginning to take effect, but it is a significant shift in behaviour for some managers. It might be worthwhile using the effective leaders as coaches and mentors to help move things along more quickly.

It will also be necessary to revise the current behavioural competences to fit in with the leadership style. This will impact on how managers are subsequently judged to perform, and processes such as PDR will need to be reviewed for relevance. This also impacts on how you currently develop managers and the existing management development programmes may need to be reviewed. There were some positive comments about the time 360 degree was used; it may be worth considering this as part of how leadership is judged in the future.

PDR Process and Performance Management for Staff

Consider reviewing the current process for its relevance, in particular how people are being judged against the 7 key objectives. It may be worthwhile looking closely at those areas where more regular and less formal performance management takes place; for example in the Repairs Contact Centre where there are regular 1-1 reviews, self review, role playing and call monitoring, PDRs and call quality reviews. It may be more appropriate to adopt different approaches to suit the circumstances rather than look for a 'one size fits all' approach. As long as individuals feel that they are afforded the appropriate amount of time with their manager to help identify their development and performance issues, this helps develop a culture where performance and development are intrinsically linked.

Succession Planning and Talent Management

A number of staff felt that there was no means of identifying potential development routes within the Organisation. In addition a number of managers had been given 'field promotions' to plug gaps in the management tier on a temporary basis without any effective development for the new or additional role.

All too often people perceive progression as vertical; NCH has a vast range of occupations within the Organisation and is ideally placed to develop its staff in a variety of directions. Consider how to provide a 'career map' for staff to help them identify the various opportunities within NCH. This links in with the development of a strategy to spot talent within the Organisation and provide structured career progression for talented individuals. In addition to providing opportunities internally it can be a very good recruitment incentive for talented people.

Learning and Development

Care needs to be taken not to raise expectations of staff when development is seen to be available for only a few. For example the pilot NVQ programme in the call centres where numbers will be limited at first.

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Induction

The corporate induction is under review and it would be opportune to consider how to provide support once new starters are released to their teams. A standard 'checklist approach may be appropriate to guide managers through the induction into the role. This could include introducing the new team member to the performance management processes and identifying their development needs at an early stage.

Induction should also be provided for new promotions or people who change jobs. Most of this could be similar to the on-job induction for new staff as described above

Managing Training and Development

The management of training and development is currently perceived to be the role of the Change Management and Development team. This does allow some managers the opportunity to 'pass the buck' when it comes to development and not consider the costs to the Organisation.

It may be worth considering devolving some of the training budget to the various Directorates so that managers can be accountable for the costs/benefits of developing their staff. This could help alleviate the problem of people being pulled out of development activities, but more importantly support the culture of investing in learning.

Equality and Diversity

This is a major strategic area for NCH and it is recognised that a review is about to commence. The review needs to take into consideration the differences and perceived inequalities in terms and conditions that, for some, are seen as a major concern.

Also consider how to integrate any future agency staff into the Organisation, particularly in relation to terms and conditions. There are examples of some very long term and experienced agency staff who do not feel that they have not been treated equally.

There are also certain implications that NCH does not appear to treat BME equally when it comes to promotion to higher positions. Ensure that there is an effective monitoring process in place that will enable transparency.

Lone Workers

During the interviews a number of staff in describing their jobs, appear to spend significant amounts of time away from their base either walking round estates or in the homes of residents. Most of the time they are on their own; they are unaware of any lone worker policies, or any personal safety equipment that is available to them. Some describe incidents where they felt at risk.

It would be worthwhile reviewing and risk assessing the lone worker situation within the Organisation.