

Win - Win

CeGS Centre for
Guidance Studies
Promoting research & informing practice

*Growing your team
Growing your business*



A working guide for managers

July 2004

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By Simon Bysshe, Senior Associate

July 2004

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This report is part of the *Win - Win: Growing your team, growing your business* series

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The Centre for Guidance Studies (CeGS) is a research and development unit based at the University of Derby. The Centre aims to bridge the gap between guidance theory and practice. It supports and connects guidance practitioners, policy-makers and researchers through research activities and learning opportunities and by providing access to resources related to guidance, lifelong learning and wider workforce development.

CeGS aims to:

- conduct and encourage research into guidance policies and practices;
- develop innovative strategies for guidance in support of lifelong learning and workforce development;
- provide resources to support guidance practice across all education, community and employment sectors.

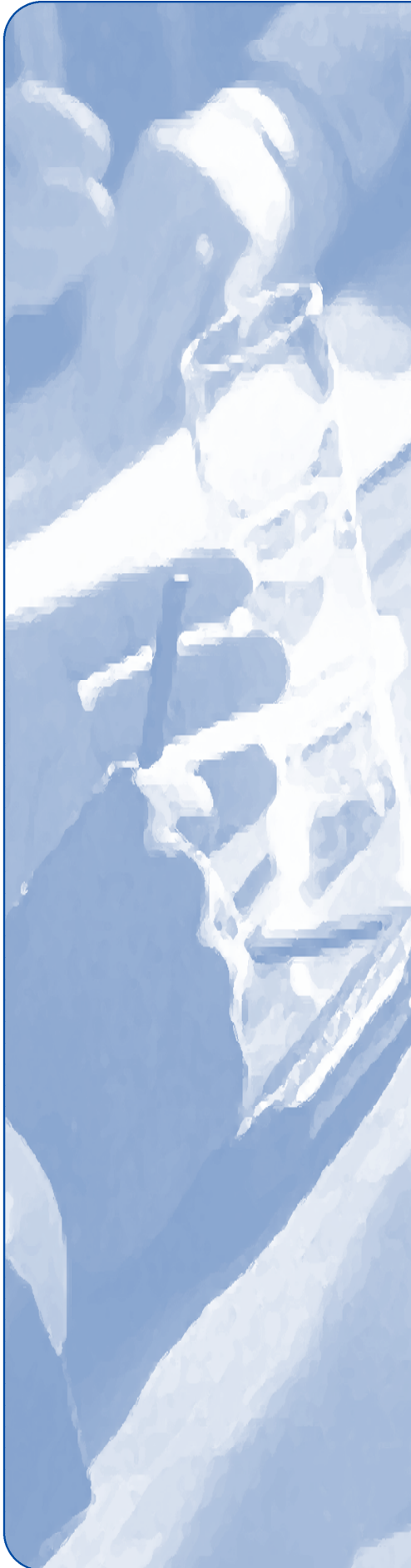
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- Enterprise and Innovation
- Climate for Investment
- Employment, Learning and Skills

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Is your company achieving its full potential?

Are you getting the best out of yourself and your staff team?

Do you need to take a 'time out' to review where you are?

The Cat only grinned when it saw Alice. 'It looked good-natured', she thought: still it had very long claws and a great many teeth, so she felt that it ought to be treated with respect.

'Cheshire Puss', she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider.

'Come, it's pleased so far', thought Alice, and she went on. 'Would you tell me, please, which way I ought to walk from here?'

'That depends a good deal on where you want to get to', said the Cat.

'I don't much care where....' said Alice.

'Then it doesn't matter which way you walk', said the Cat.

'So long as I get somewhere', Alice added, as an explanation.

'Oh, you're sure to do that', said the Cat, 'if you only walk long enough'.

Alice felt that this could not be denied

(from Alice in Wonderland by Lewis Carroll)

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Achieving Potential

Is your company achieving its full potential?



Are you getting the best out of yourself and your staff team?



Do you need to take time out for a business and personal review?



Use the Guide

What are the aims of this guide?

The aims of this guide are to enable you:

- To review what business success means to you, what key challenges you face, and how you are going to meet them.
- To undertake a personal review, including considering what personal success means to you.
- To learn from the experience of other successful businesses in the region how best to develop your staff team to enable them and your business to fulfill their potential.
- To find out where you can get information and advice about taking things forward.

What are the benefits of using this guide?

The benefits of this guide to you and your business are that:

- It will help you get a 'fast start' in terms of reviewing where you are and where you want to be.
- It will help improve your and your staff's effectiveness and performance in regard to what you want the business to achieve.
- It will help reduce costs by focusing effort more where it is needed and increase individual satisfaction.



Why should I develop my staff?

The fact that well-trained and motivated people are essential to the smooth running of most businesses will not come as a surprise to many managers¹.

However, what evidence is there that training and developing staff actually makes a difference? Here are some key findings from recent research:

- Almost four out of five (79%) UK companies surveyed² this year said that they believe training delivered to staff is of 'great benefit' to their organisations.
- Research published last year by the University of Cambridge's Centre for Business Research³ indicated that the impact of training was viewed positively by businesses and that they tended to feel that training increased their turnover and profit margin.
- The Institute of Fiscal Studies⁴ in 2000 analysed the effect of skills training on productivity and found that a 5 per cent increase in training resulted in an average 4 per cent increase in productivity.
- Three surveys conducted between 1993 and 1996 researched the relationship between 'high performance work systems' (HPWS) – of which training and development are key elements – and bottom line returns in 4,000 companies in the States.

In the 1996 survey, firms adopting a significantly greater number of HPWS practices achieved higher values of shareholder equity (24%) and profits (25%).

- UK manufacturing companies using HPWS were found to have achieved a 20 per cent increase in their productivity and profitability, and recent research concluded other private sector service firms and public sector bodies could enjoy a similar boost to performance.

¹ See the Learning and Skill Council (LSC) brochure (2003) *Developing your workforce: Invest, Grow, Compete*. www.lsc.gov.uk

² EEF and CIPD - '*Maximising Employee Potential and Business Performance - the Role of High Performance Working*'. <http://www.eef.org.uk/UK/preview/guidance/allmembers/CIPD031110.htm>

³ Cosh, A. *et al* (2003) *The Relationship between Training and Business Performance*. Department for Education and Skills Research Report 454. Sheffield:DfES.

⁴ Dearden, L. *et al* (2000) *Who gains when workers train? Training and Corporate Productivity in a Panel of British Industries*. London:Institute of Fiscal Studies.

⁵ Becker, B.E. and Huselid, M.A. (1998) 'High performance work systems and firm performance: a synthesis of research and amanagerial implications'. *Research in Personnel and Human Resource Management*, Vol16, pp53-101.

Mini Case-study One:

Stanair Industrial Door Services Ltd – ‘Quality on call’

Established in 1974, and now operating out of four depots in Kettering, Peterborough, Rugby and Milton Keynes, Stanair provides a 24-hour, 365 days a year, emergency call out service for the service and maintenance of industrial doors and rolling shutters.

Stanair has a strong commitment to quality service and customer care. The company aims to have an engineer on site normally within two hours of an emergency call from a customer and they promise: *‘We will get you either secure or operable on our first engineering visit, or you don’t pay a penny’*.

The company was amongst the winners in the National Training Awards 2002 and the Northamptonshire Business Excellence Awards in 2003. Stanair has also achieved a wide range of quality standards including being Investors in People recognised and ISO 9000-2000 certificated. It is also an Age Positive Champion.

As well as its commitment to quality and customer care, the company places a strong emphasis upon the development of all its 66 employees and the pervading culture is that of openness, teamwork and mutual support.

As the CEO, Michael Markham, says:

‘The mindset here is that I believe in my people. I want to invest in them because it’s good business sense. Money’s important to people in a job, but I believe what’s most important to them is recognition and being valued. That’s what we try to do at Stanair’.

⁶ Engineering Employers Federation (EEF) and Chartered Institute of Personnel and Development (CIPD) *‘Maximising Employee Potential and Business Performance - the Role of High Performance Working’*. Full report only available to EEF members. <http://www.eef.org.uk/UK/preview/guidance/allmembers/CIPD031110.htm>

Section 2: Planning Business Success

Planning Business Success

What are your goals?



How are you going to achieve them?



How will you know when they have been achieved?



Success



'Drive thy business
or it will drive thee'.

Benjamin Franklin

Business Review

Introduction

The aim of this business review is to enable you to think through three key questions:

- **What does business success mean to you?**

Success in business can mean different things to different people. If you're starting off, or the markets you are operating in are particularly challenging, success may simply mean surviving on a day-to-day basis.

However, if you're an established business it will mean building on what you've already achieved and developing into new areas.

- **What are the key challenges in achieving success?**

The challenges you face will come in very different forms depending on where the business is positioned in the markets in which it operates, owners/shareholders' priorities, and your assessment of how to enable the business to maximise its potential.

We've set out some things for you to consider under two key headings - non-staffing and staff-related issues.

- **What needs to be done to address these challenges?**

You need to think through what has to be done, and in what order and priority these should be done, including how much time and resource this will take.

1. What does business success mean to you?

Assess the importance to you of each of the following statements in defining what success for your business means to you.
(Please tick one box for each category)

	<i>Very important</i>	<i>Important</i>	<i>Not very important</i>	<i>Not sure</i>
1. To maximise return to shareholders/stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To maximise company profitability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To ensure the survival of your business in the short-term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To be a 'leading-edge' company in your sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. To build customer awareness of your business, its brand and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To achieve sustainable growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. To develop continuously the quality of your products and/or services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. To develop stronger links with your suppliers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. To optimise the effectiveness of your staff team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. To increase your sales/services in EU and overseas markets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. To develop the company in an environmentally-friendly way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. To have a strong presence in your community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Other important factors? (Please list up to 3)				

2. What are the key challenges in achieving success?

a) How important are the following **non-staffing** challenges to your business in achieving the success you are seeking?
(Please tick one box for each category)

	<i>Very important</i>	<i>Important</i>	<i>Not very important</i>	<i>Not sure</i>
1. Legislation and other regulations covering your business.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Increasing competition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Technological change/development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Profitability/cashflow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Knowledge of potential commercial opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Finance to invest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Property/accommodation issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Supplier relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Customer relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lack of time to gain an overview/firefighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Other important factors (Please list up to 3)	<hr/> <hr/> <hr/>			

b) How important are the following **staffing-related challenges and/or barriers in relation to your business achieving the success you are seeking?**
(Please tick one box for each category)

	Very important	Important	Not very important	Not sure
1. Identifying what skills the business needs to survive/develop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identifying the staff you need to employ.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recruiting staff with the right attitude/motivation/skills and/or experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lack of a manager with responsibility for personnel issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Costs of staff training/development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Lack of appropriate in-company training/development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lack of appropriate external training/development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Lack of affordable specialist advice/support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Lack of management time/resource to develop staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Lack of time to review costs and benefits of training/development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Lack of appropriate personnel policies/procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Legislative issues concerning staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Problems retaining staff with the right skills/experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Other important issues? (Please list up to 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) What needs to be done to address these challenges?

List at least **five key actions** that need to be undertaken to address the challenges related to **staffing** and **non-staffing** issues you have identified:

1.

2.

3.

4.

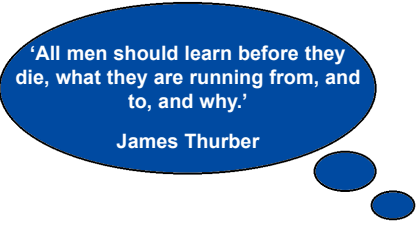
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Section 3: Planning Personal Success

Planning Personal Success



Personal Review



'All men should learn before they die, what they are running from, and to, and why.'

James Thurber

Introduction

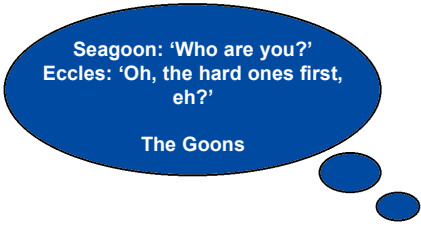
Reviewing the business needs are one thing, but when was the last time you undertook a personal review to consider where you are and what you want?

What does personal success look like to you? What personal and professional goals do you have? What management, personal and technical skills do you feel confident about? What development issues do you need to address? What balance do you want to strike between work and other responsibilities?

The aims of this personal review are to enable you to review:

- Your **career history** – what you've achieved so far.
- Your **present role** – and in particular what you like about it, what you don't and why.
- Your **future aspirations** – what you want to do next.
- The **key barriers** – what gets in the way of you achieving your goals.

You can undertake an **initial review** by asking yourself the questions in the following sections.



Seagoon: 'Who are you?'
Eccles: 'Oh, the hard ones first,
eh?'

The Goons

Career History

1. What have been the main stages of your career?

2. How have your motivations and aspirations changed over time? (For example, since you left education or training until now)?

3. Who/what has been particularly influential in the career or job choices you have made?

4. What have been your main achievements and successes to date?

5. What single achievement has given you the most satisfaction at work?

'The manager's role is complex. Managers are often required to perform a number of functions simultaneously, drawing on a wide repertoire of skills and a broad suite of technical and specialist knowledge, as well as common sense. They are required to respond to fast-changing circumstances & work at many different levels.'

Peter Boutall 'The Good Manager's Guide'

Present Role

1. What aspects/elements of your current role give you the greatest satisfaction?

2. Which aspects/elements of your current role do you least like?

3. How do you think your boss (or somebody else who knows you very well) would describe your main strengths and development needs?

4. In your view, which (if any) of your strengths is not being used in your current role?

5. At present, how well do you feel you are achieving a balance between work and other responsibilities you have?

'Very few people lie on their deathbed and say 'I wish I had spent more time in the office'.'
Anon

Future Aspirations


1. What are your aspirations and career goals?

2. What gaps (if any) in your skills and/or experience are preventing you from attaining those goals?

3. What key learning points from the past would you take forward into the future?

4. What do you need to start doing to fulfill your aspirations/goals?

5. What information and support mechanisms (e.g. professional/personal networks) are available to you to help you to identify and fully attain your goals?

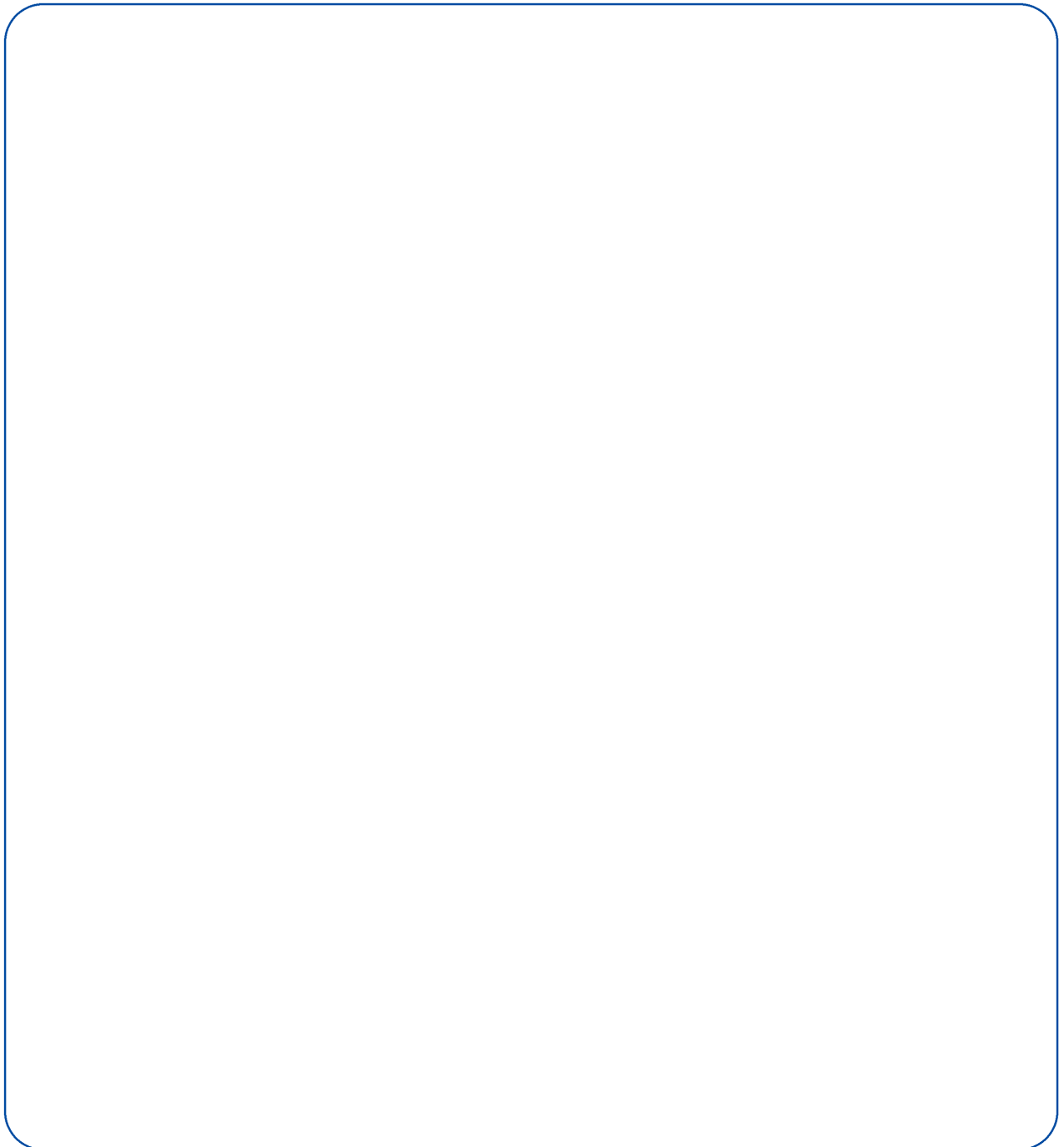


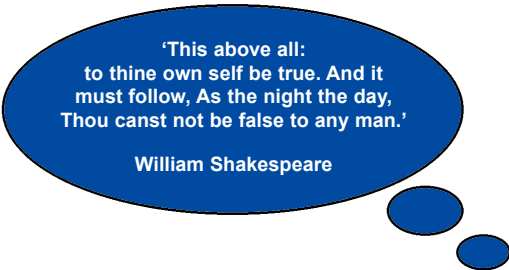
'No bird soars too high, if
he soars with his own wings.'

William Blake

What are the key things that could stop you achieving your goals?

You may like to note down some initial thoughts here and add to these after looking at the in-depth review questions that follow.





'This above all:
to thine own self be true. And it
must follow, As the night the day,
Thou canst not be false to any man.'

William Shakespeare

In-depth review

Having undertaken an initial review you may want - as part of your own ongoing personal and professional development - to ask yourself the following questions:

- How well do I understand myself and what 'makes me tick'?
- How do my colleagues/subordinates, suppliers and customers rate my performance?
- What skills/competences do I have/need for the future?
- What is my preferred leadership/management style?
- How do I learn best?
- How good is my personal and business network?
- What's important to me in my life/career?
- What information/advice do I need about future learning and career options that are open to me?⁷

In terms of undertaking this **in-depth review**, you may want to:

- conduct it initially on your own, but then check out the results with those who know you best – both personally and professionally;
- work with somebody more closely who could act as an executive coach or mentor, and/or seek specific information on training or development options from a career or training adviser;
- work with a group of other managers in a network that you form yourselves or an existing network that you join⁸.

⁷ Contact the national learning advice line (0800 100 900) with any careers/learning queries that you, or colleagues, may have. They should be able to provide initial information/advice and refer you on. They can, for example, tell you about management development programmes that are available on a full-time, part-time and self-study basis.

⁸ Contact the Business Links helpline to find out about what networks or forums that may already exist in your area, and about other help that may be available. 0845 600 9 006.

Section 4: Getting the best out of your team

Getting the best out of your team

Growing the team



What do we need our staff and contractors to do?



What attitudes, experience and skills do they and we need to be successful?



How good are we at introducing new people into the business, developing the skills of those we have, and exiting those who need/want to move on?



Good Employer

Good to work with;
Good to work for.

Getting the best out of your team

Introduction

A lot has been written about how managers - through applying effective leadership and management techniques – can get the best out of staff.

However, some might argue that a lot of research and development work is based around what can, and has been achieved, in large companies and corporations. Small and medium-sized companies are different from large companies in lots of ways. For example, due to their size, larger companies can employ specialists in staff training and development.

Recent research has shown that developing workforce skills is considered *vital to competitive advantage* by more small companies than large companies⁹. As a consequence, the key task for smaller companies is to develop these skills in the most appropriate and cost-effective way to meet their needs. So how can managers in small and medium-sized companies get the best out of their staff team, and maximize the potential they have?

As part of the research that led to the development of these resources, CeGS identified and visited a range of small and medium-sized companies across the East Midlands who are recognised as successful, and see developing their staff as a key part of their business success.

Mini Case-study Two: IDa Creative Link Ltd

The two Directors, Gerry Hebron and Shab Guilanpour, established IDa Creative Link in 1991. The company, which is based in Leicester, is now a highly regarded design consultancy with 64 employees.

The directors, human resource and training staff are enthusiastic about employee development which they see as both benefiting individuals and the business:

'The better we are at managing our people, the better the company is run.'

(HR and Finance Manager)

'If you put people in pigeonholes, they will stay there. You need to help people realise their potential.'

(System Administrator)

⁹ The CBI's Employment Trends Survey in 2004 indicated that over 75% of SMEs cited workforce skills as one of the top 3 factors that contribute to competitive advantage compared to only 60% of larger firms.

Drawing on the experience of the case study companies, we've identified the ten keys to successful 'people development', which will also benefit your business:

- 1. Internal Recruitment** – If you can spot potential and recruit from within it can save money and increase loyalty.
- 2. Regular Planned Discussions with Staff** – Regular discussions, or appraisal interviews, with individual staff enable you to take time to review their performance and to discuss the future, including their aspirations and development needs.
- 3. Coaching Staff** – Individuals need to be coached, supported, and otherwise trained in areas of work where they are under-performing, or where they have to learn new skills. This will increase their effectiveness, reduce the costs of supervising them, and maximise their value to the business.
- 4. Good Leadership** – Leadership is about setting out a clear vision for the future which allows staff to engage positively with it. The clear message in the case study companies to staff is – *'We're going places – come with us!'*
- 5. Positive Learning Environment** – It is possible to build in opportunities to learn at work in a variety of ways. A number of case study companies are using techniques (like Skills Passports) to help individuals identify the skills they have and those they need to develop. A crucial element of this is building time in the day to reflect on how to do things better (e.g. instead of 'AOB' at the end of the meeting, take five minutes to review whether the meeting achieved what it needed to and - if not - how to do so next time).
- 6. Helping People Move On** – A mark of a good company is that when people leave (under whatever circumstances) they still see them as a good company.
- 7. Induction and Re-induction** – If staff have an effective induction into a company they are more likely to feel part of the team and to be clear about what is expected of them.
- 8. Willingness to Accept Staff as Individuals** – It's important to see staff as individuals who, like you, have their own ambitions, needs, and goals. The case study companies are doing this and reaping the benefits.
- 9. Sharing Information on Company Plans/Finances** – A number of the case-study companies put a particular emphasis on fostering a culture of openness and transparency. They share regularly exactly how the company is doing and the impact that staff performance has on company performance. This helps staff realise they are not just wage earners, but have a shared responsibility for how well the company is doing. This can only be done where trust is well established.
- 10. Managers Seeing Themselves as Learners** – It's very easy for training to be seen as either 'a day out', or something you have to do 'because you're no good at your job'. If training is going to be seen as something **everybody** needs, managers need to give it priority and prominence. The case-study companies show that where managers lead on this, others follow.

TIPS AND TRAPS

TIP Do, Delegate or Contract Out?

You're the manager of a small business faced with the task of developing a website for the company. Do you develop it yourself, delegate the task to somebody else in the business, or contract it out to a website designer?

There are clearly a range of factors that you would consider. However, when deciding who should do it, you are likely to need to weigh-up whether you've got the necessary time or skills, whether it could be a useful development opportunity for yourself and/or somebody else, or whether you would be best contracting out the complete task, or agreed aspects of it.

Bear in mind, apart from the practical issues of getting the task done to meet your needs/specifications, such new developments can provide learning opportunities which can be lost if you contract out parts of the work you could tackle – with necessary support – in-house.

TRAP TRAINING = WIN/LOSE?

Many managers in small companies worry that if they train people they will leave, so although the individual may have gained, they've lost them, their experience and the money the company invested in their training – win for the individual / lose for the company.

In reality, any investment carries a risk with it; some staff turnover is inevitable and may indeed, at times, be healthy.

However, what research in this area has shown, including our work with case-study companies, is that where companies have trained staff and taken an interest in their ongoing development, those individuals tend to stay and look for opportunities to develop in the company, rather than leave.

In terms of the cost of training itself, there are of course different ways of undertaking this, some of which can be very cost-effective. And as Derek Bok is famously quoted as saying, *'if you think education is expensive, try ignorance'*.

Five Top Tips

If you're just getting started in business:

1. Concentrate on getting the business basics right from the start.
2. Set your own goals for the business – where do **you** want it to be?
3. Think about your own development needs – what do I need to do to keep the business going? What are my key strengths? What are my development areas?
4. Anticipate and plan for growth - what happens if we do get that order/make that sales target/take on that project?
5. Think carefully about what you want to do yourself, what you want to employ other people to do, and what you want to contract out.

If you're business has been established for some time and staff development processes are evolving:

1. As the business develops, make sure that you're giving staff recruitment, induction and development the attention that it needs.
2. Make sure that you - and whoever else is managing and supervising your staff - get the best out of individual members of the team.
3. 'Compare notes' with managers from other non-competitor companies, and join business forums, or training/development groups, so you can share ideas about how to develop your staff and business.
4. Undertake a self-assessment against the Investor in People Standard to identify where you could improve and get the best value from training and development activity staff are undertaking¹⁰.
5. Make sure, through careful leadership and management, that your people are your greatest business asset.

¹⁰ A useful tool here is the Investor in People UK/Scottish Enterprise publication '*Building a Better Business*'. You can of course too discuss ideas here with Business Links (For contacts see Section Five).

Mini Case-study Three: SATRA

Based in Kettering, Northamptonshire, SATRA is an independent research and technology organisation for consumer goods industries. It was founded in 1919 to serve the UK footwear industry and now has an international client base in industries including footwear, clothing, safety products, fabric care, furniture, floor coverings, home ware, automotive and construction products. In addition to providing product testing, training and consultancy services, SATRA also manufactures and supplies product-testing equipment. SATRA is a non-profit making organisation, limited by guarantee, and funded by annual subscriptions from its 1500 member companies located in 71 countries. It employs a total of 190 staff, has a small Personnel and Training Department, and is recognised as an Investor in People.

Workforce Development at SATRA

Malcolm Lucas, Head of Personnel and Training, emphasises the importance that SATRA places on employee development and training:

'We don't force training and development on people but all staff, without exception, are encouraged to develop themselves and their careers. We provide the opportunities and offer the support.'

If your business is well-established, and staff development processes are well-developed:

1. Make sure that your staffing strategy underpins your business strategy.
2. Appoint somebody to take responsibility for leading Personnel or Human Resource Development work within the company, including ensuring they have adequate time and training themselves for the role.
3. Seek recognition as an Investor in People.
4. Actively promote the staff development work you are undertaking to potential recruits, customers/potential customers, and seek every opportunity to build on its success.
5. Seek further networking opportunities (e.g. through applying to become a Beacon Company and/or a Business Champion¹¹).

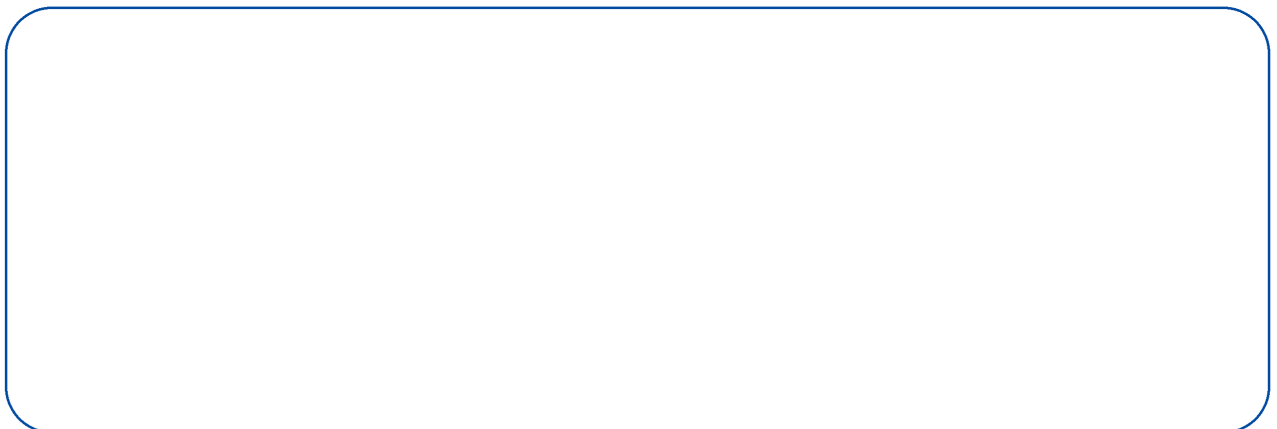
¹¹ The Beacon Company Initiative is run by the Centre for Enterprise, and contact details for them and the the Business Champion scheme are in Section Five.

Three key questions to ask of yourself and (where appropriate) your managers and staff:

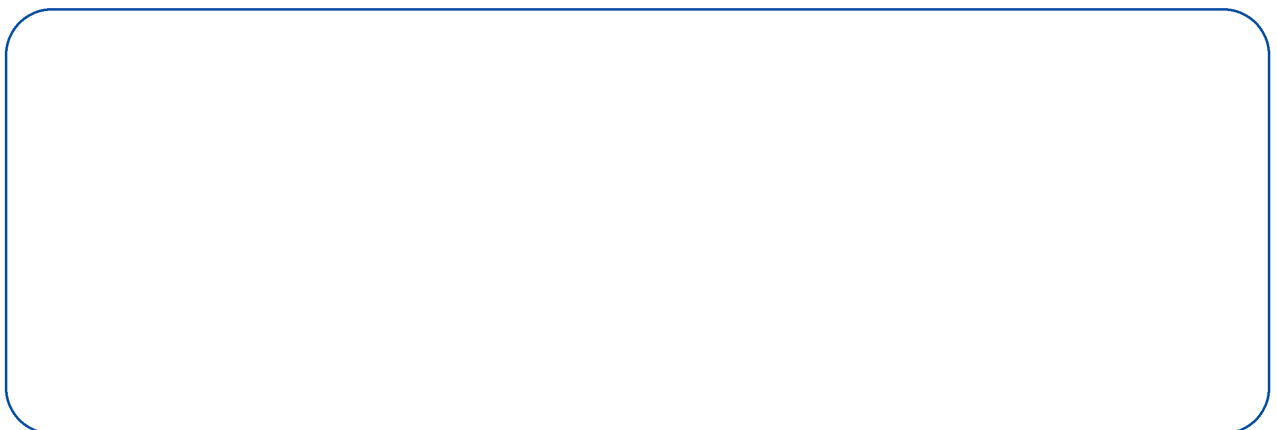
How well do I/we introduce people into the business?



How well do I/we develop and help them progress?



How well do I/we exit people from the business?



Mini Case-study Four: The Willows

The Willows is a very successful residential care home in the Lincolnshire village of Rippingale which has 30 residents and provides day-care for a further seven local elderly people. The home was established by its owners 20 years ago, and now has a total of 28 managers and staff. An additional two staff are employed by Willows Training, a training company established by the owners two years ago. The company provides training both within The Willows and for other homes/businesses in the care sector, including helping them work towards the demanding standards set by the National Care Services Commission.

The Willows has always placed emphasis on the crucial role that progressive training and staff development have in securing high quality care for their residents and other clients. They were first recognised as an Investor in People in 1995, have been awarded National Training Awards on three occasions, and assessed positively against the Work-Life Balance Standards. Other awards have included individual staff being recognised in the 'National Carer of the Year' and 'NVQ Assessor of the Year' Awards.

The Willows has developed an effective process for developing its staff. This includes a well planned induction which focuses on building necessary knowledge and skills around those *'that individuals have brought with them'*.

Training similarly is highly individualised, and designed to *'bring people on, and help them realise their potential'*. The training provides the opportunity to undertake a range of relevant short courses/programmes, including through open/distance learning, and to work towards appropriate NVQs. It was stressed that training needs to come at times that are appropriate to particular individuals, and to address challenging issues such as bereavement and managing care in a situation where external help available may not be responsive enough to fully meet the needs of the elderly.

Critically, training is informed by a well-developed staff appraisal process. Staff appraisal interviews are held six monthly, or more often if requested. Alongside reviewing key areas of competence, such as communication and practical caring skills, the review puts a strong emphasis on what individuals would like to undertake over the next review period. This for example has included giving individuals the opportunity to shadow other staff, or to undertake 'tasters'. For example, because of the particular shift they undertake staff might be restricted in terms of the work they can experience. Tasters provide an opportunity for people to find out about other areas of work, and have assisted with progression (e.g. with cleaners moving into care work, and care staff moving into catering).

One member of staff commented that the staff appraisal and training process, *'often gives people a real buzz – a real boost. It makes them feel, I can do this and I'd like to do more'*.

Section 5 – Next Steps

What do I/we need to do next?



**Do I/we need to discuss/plan this with anybody else
and have I got the information/advice I need?**



**What are my/our key priorities
for getting information/advice and/or taking action?**



**How/when am I/we going
to evaluate where I've/we've got to?**



Plan of Action

What are the next steps you need to take?

The next steps are up to you, but there is a wide range of help and advice available if you need it. The following pages¹² list some possible sources:

Business Support Organisations – First Points of Contact for People & Skills Development

- Advisory Conciliation and Arbitration Service (ACAS): Helpline 08457 47 47 47
- Business Links: 0845 600 9 006
- East Midlands Development Agency (*emda*): 0115 988 8300
- East Midlands Business Champions: 0115 980 8300.
- Investor in People UK: 020 7467 1900
- National Learning Advice Line – Information and advice for both individuals and companies about learning and work: 0800 100 900

Learning and Skills Councils:

The LSC is responsible for leading workforce development in their area and commissioning information advice and guidance (IAG) provision for adults in line with government policy. For more information contact:

- LSC Leicestershire: 0845 019 4177
- LSC Nottinghamshire: 0845 019 4187
- LSC Northamptonshire: 0845 019 4175
- LSC Lincolnshire & Rutland: 0845 019 4178
- LSC Derbyshire: 01332 868301

¹² Please note that the following listings **do not** attempt to be comprehensive, but rather provide some points of contact and reference which the authors feel might be helpful in providing the initial information/advice/guidance you are seeking.

People & Skills Development - Websites

You may find the following web-sites of interest:

- Advisory Conciliation and Arbitration Service (ACAS): www.acas.org.uk
- British Psychological Society: Full information about psychometric testing can be obtained from the British Psychological Society: www.psychtesting.org.uk (part of the wider bps.org.uk web-site).
- Small Business Service/Business Link web-site with wide range of advice and contacts: www.businessadviceonline.org
- CareerStorm on-line tool for career/life reflection: www.careerstorm.com
- CBI's best practice tool, Headstart: www.cbi.org.uk/ndbs/content.nsf/awcontent/bp_headstart?OpenDocument
- Centre for Entrepreneurial Management, University of Derby: www.derby.ac.uk/cem/links
- Centre for Enterprise (CfE): Information/advice and services available from CfE: www.centreforenterprise.co.uk
- Chambers of Commerce: <http://www.chamberonline.co.uk/>
- Chartered Management Institute: www.managers.org.uk
- The Chartered Institute of Personnel and Development (CIPD): www.cipd.co.uk
- Connexions Services: www.connexions.gov.uk. Information and advice for young people aged 13-19 and their employers.
- Department for Education and Skills: www.skillsforemployers.gov.uk
- East Midlands Development Agency: www.emda.org.uk
- East Midlands Business Champions: www.businesschampions.org.uk
- Investor in People UK site providing advice for small and medium-sized companies: www.yourpeoplemanager.com and see too www.investorsinpeople.co.uk

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- Investors in People standard business development tool:
www.iipuk.co.uk/IIP/Internet/Default.htm
 - Institute of Career Guidance: ICG have a register of Guidance Practitioners: <http://www.icg-uk.org/cgi-bin/nmip2.cgi?PG=C&PID=83>
 - Jobcentre Plus:
<http://www.jobcentreplus.gov.uk/cms.asp?Page=/Home/Employers/HelpWithYourRecruitment>
 - Learning at Work Campaign: www.campaign-for-learning.org.uk
 - **learndirect** provides online help in finding and choosing courses for individuals:
<http://www.learndirect.co.uk> and online training solutions for businesses:
www.learndirectbusiness.co.uk/ypm
 - Learning and Skills Councils, further education and training funding: www.lsc.gov.uk
 - Science, Engineering and Technology Learning Information Portal:
www.elip.info/yourbusiness includes useful information about learning at work.
 - Sector Skills Development Agency: www.ssda.org.uk
 - Small Firms Enterprise Development Initiative: www.sfedl.co.uk
 - TUC Learning representatives: www.learningservices.org.uk/midlands
 - Worktrain: Web-site with vacancy and training information: www.worktrain.gov.uk

People & Skills Development - Publications

You may find the following publications of interest:

- Jim Barrett (2004) *Aptitude, Personality and Motivation Tests. Test your Aptitude, Personality and Motivation and Plan Your Career.* Kogan Page.
- Marcus Buckingham and Donald Clifton (2002) *Now, Discover Your Strengths: How to Develop Your Talents and Those of the People You Manage.* Simon & Schuster.
- Alan Clarke (2001) *Learning Organisations: What They Are and How to Become One.* NIACE (National Institute of Adult Continuing Education), web: publications@niace.org.uk
- Stephen R Covey (1990) *The 7 Habits of Highly Effective People.* Simon & Shuster.
- Stephen R Covey and A. Roger Merrill (1994) *First Things First. To live, love learn and leave a legacy.* Simon & Shuster.
- Dave Francis and Mike Woodcock (1996) *New Unblocked Manager: A Practical Guide to Self-Development.* Gower Publishing.
- Barrie Hopson and Mike Scally (2000) *Build Your Own Rainbow: A Workbook for Career and Life Management.* Management Books 2000.
- Wendy Hirsh, Charles Jackson and Jenny Kidd (2001), *Straight Talking: Effective Career Discussions at Work.* NICEC Briefing. Available from the National Institute for Careers Education and Counselling, web: nicec@crac.org.uk
- Wendy Hirsh, Charles Jackson and Jenny Kidd (2001) *Practical Tips for Effective Career Discussions at Work.* NICEC Guide. Available from the National Institute for Careers Education and Counselling, web: nicec@crac.org.uk
- Investors in People UK/Scottish Enterprise *Building a Better Business. Information & materials for developing your business.* web: www.iipuk.co.uk
- Learning and Skills Council (2003) *Developing Your Workforce: Invest, Grow, Compete.* Available from the Learning and Skills Council, Coventry and at web: www.investgrowcompete.info
- John Lees (2003) *How to Get the Perfect Promotion: The Complete Guide to Career Development.* McGraw-Hill Professional.

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- Veronica McGivney (1997) *Develop the Worker, Develop the Business: A Guide for Smaller Businesses*. NIACE (National Institute of Adult Continuing Education), e-mail: publications@niace.org.uk
 - Mike Pedler, John Burgoyne, and Tom Boydell (2002) *A Manager's Guide to Self-Development (4th Edition)*. McGraw-Hill Education.
 - Edgar H. Schein (1985) *Career Anchors: Discovering Your Real Values*. Pfeiffer Wiley.
 - TUC (Trades Union Congress) (2003) *The ABC of IAG: How to Deliver Top-quality Information, Advice and Guidance to Learners at Work*.
 - Lorna Unwin (2004) *Taking an Expansive Approach to Workplace Learning: Implications for Guidance*. Centre for Guidance Studies, University of Derby Occasional Paper web: www.derby.ac.uk/cegs
 - Lorna Unwin and Alison Fuller (2003) *Expanding learning in the workplace: Making more of individual and organisational potential*. National Institute of Adult Continuing Education, e-mail: publications@niace.org.uk
 - York Consulting and Department for Education and Skills (2003) *Union Learning Representatives: An Employer Guide*. Available from DfES Publications, tel. 0845 602 2260; email: dfes@prologistics.co.uk or web: www.dfes.gov.uk/learning&skills/docs/ulremployerGuide.doc

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