

Quest 2016 – People 2

Team and Skills Development

Guidance Notes

Issue 6 - August 2016



Outcomes

- There are sufficient staff who are trained and qualified to deliver the standard of service promised to the customer
- Succession planning is an integral part of staff development in achieving the organisation's objectives
- The management style demonstrates the ability to communicate and motivate staff at all levels, whilst encouraging regular feedback
- The professional development of staff allows for the progression of individuals and the achievement of the organisation's objectives
- Staff possess the knowledge, skills and competency required to deliver a consistently high standard of service to the customer

MV
Staff are carrying out their duties in a professional manner?
<p>EXAMPLES OF BEST PRACTICE</p> <ul style="list-style-type: none"> • Staff appearance • Sufficient and visible staff on duty
<p>SUGGESTED GUIDANCE</p> <ul style="list-style-type: none"> • Are staff wearing corporate distinguishable uniform which is clean and ironed, name badges, no adverse piercing or tattoos • Are there sufficient and visible staff on site to deliver the service and address the needs of the customers
Do the staff work as a team and appear to be well managed?
<p>EXAMPLES OF BEST PRACTICE</p> <ul style="list-style-type: none"> • Team member supervision and behaviour • Staff proactively carry out their duties • Staff communication methods are in place
<p>SUGGESTED GUIDANCE</p> <ul style="list-style-type: none"> • Are changeovers for pool staff and in dryside areas completed quickly, appropriately and in a timely manner • Is teamwork evident; for example, are staff seen supporting one another, particularly if an area is busy and requires further assistance • Do staff behave in a professional manner • Are communication methods in place and professionally used, for example two way radios, PA and telephones

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Are the activities delivered well by staff, including the standard of coaching and instruction?

EXAMPLES OF BEST PRACTICE

- Are staff delivering sessions and activities in a professional manner

SUGGESTED GUIDANCE

- Are staff adhering to good practice, for example industry guidelines
- Are customers able to participate safely, for example ratios in classes, gym inductions and instructors provided
- Is there a commitment to providing qualified staff evident; for example, promotion of staff qualifications on the website, promotion within the facility, such as NPLQ, REPS, Food Hygiene, Swim Instructors and First Aid
- Are pre-health questionnaires completed, for example if using the gym or sunbed
- Are health problems or previous exercise history verbally discussed with new customers attending fitness classes
- Is the standard of teaching and supervision to an acceptable level
- Is the instructor and/or teacher in control of the class/session and customers
- Are classes/sessions fun, do children in swimming lessons look like they are learning and having fun
- Do teachers give teaching points, correct bad practice and provide alternative exercises
- Are teachers encouraging, motivational and knowledgeable

PLAN

How do you plan your staffing to deliver a well-managed service

EXAMPLES OF BEST PRACTICE

- Procedure and policy systems
- Staff development business objective(s) including succession planning
- Leadership and management training
- Recruitment planned and linked to objectives
- Recruitment planned in advance
- Recruitment routes and succession planning
- Apprenticeships
- Supervision levels
- Shift and availability planning
- Staff inductions
- Individual training needs of staff
- Training Needs Analysis

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- Programmes for further qualifications
- Specific job roles essential training
- Appraisal and personal development plans
- Volunteers and work experience
- Workforce planning with partners to consider needs of the area
- Communication policy

SUGGESTED GUIDANCE

- Are policies clearly developed, defined and documented as part of an integrated quality management system, for staff and where appropriate customers
- Has staff deployment, development and succession planning been built into the service business planning process as part of a balanced scorecard approach
- Is leadership and management training in place to build up the capacity of key staff
- Are recruitment and resources planned and directly linked to the delivery of the organisation's objectives
- Is recruitment planned well in advance to ensure that the demand is met
- Do managers understand the recruitment routes and opportunities available to assist with succession planning
- Have/apprenticeship schemes been considered when conducting recruitment
- Are adequate levels of supervision defined for all activities areas of the service
- Are rotas planned in advance, allocating time for meetings and training, ensuring that there is provision for standby staff to be called in at short notice
- Has an appropriate induction and re-induction procedures been designed and are they followed
- Are the management aware of the varying and diverse development needs of staff and the wider workforce; do they ensure equal access to training and support
- Has the service developed a training needs analysis that links to the service's business plan and the overall organisation's objectives
- Have training and development programmes been structured to enable all levels of staff to achieve further qualifications
- If skill requirements have been identified for specific job roles, are the training needs for individual staff members recognised as essential
- Is the staff performance and development scheme planned and conducted annually
- Are volunteers, work placements and internships from universities offered quality work experience that assists the organisation in the delivery of the service and offers personal development for the individuals
- Have the management developed relationship with other partners that may influence the planning process and consider the development needs of the area
- Are procedures
- in place to ensure communication is effective and that staff surveys/feedback systems are in place

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DO

How are you kept up to date and informed? (Challenge for the staff)

EXAMPLES OF BEST PRACTICE

- Methods of communication
- Staff informed of performance
- Staff Meetings
- Performance reviews
- Staff consultation, surveys forums
- Staff handbook
- Staff forum

SUGGESTED GUIDANCE

- Are methods in place to ensure effective two way communication such as, emails, diaries, memos, notice boards, newsletter, briefing sessions and training
- Are staff fully informed about the overall performance of the service
- Do regular meetings take place and are minutes taken and distributed
- Do staff performance review take place as planned and are staff notified in advance of their meeting and are all records up to date
- How are staff views sought, is regular feedback encouraged and are suggestions schemes in place
- Does the staff handbook and induction process include information on personal development policies and guidance
- Is a staff forum in place with representatives from all areas of the service

How are you trained? (Challenge for the staff)

EXAMPLES OF BEST PRACTICE

- Induction and refresher training
- Aims and objectives included in induction
- Training plans
- Training records
- Mandatory training and key qualifications
- Industry recognised qualifications
- Statutory training for all roles
- Qualifications displayed
- On-going training
- CPD opportunities for all relevant roles

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- Leadership, management and succession planning training
- Partnerships with training providers
- Professional body membership
- Competency tests
- Staff development
- Procedures and policy systems

SUGGESTED GUIDANCE

- Is an induction/refresher training programme delivered with records maintained on site for all staff, covering organisational, centre/service and specific job roles
- Does the induction process ensure that new staff are aware of the aims and objectives of the organisation as well as understanding their individual role
- Does the organisation have an internal training plan for staff and the wider workforce, with records that are up to date and accessible on site and displayed in an appropriate location
- Are training records for staff held to identify who has completed what training
- Are staff suitably qualified to perform their duties
- Are industry recognised qualifications a requirement in relevant posts and highlighted within job descriptions and advertisements
- Are statutory training requirements identified and met in all relevant roles
- Are customers and partners informed of the key qualifications of staff both within a centre and/or on the website
- Is there an on-going training programme in place, which covers specifics, for example, health and safety, customer care, safeguarding, equality and finance in addition to job specifics
- Are staff encouraged to undertake continuous professional development (CPD), which enables staff to obtain additional qualifications
- Is it a requirement for all fitness and health staff to be registered on the 'Register of Exercise Professionals' (REPs)
- Are the CPD requirements understood and implemented across all relevant roles, such as lifeguards, swimming instructors and sports coaches
- Do all the staff have an up to date CPD record
- Do staff believe that the organisation is committed to supporting their continuous personal development
- Is on-going management development and succession planning, including coaching and mentoring opportunities that takes into account both the organisations and individual needs, built into the training programme
- Have partnerships been developed with an industry approved training provider to assist in the delivery of qualifications such as National Vocational Qualifications (NVQs)
- Are staff encouraged and supported to be members of professional bodies, for example the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
- Is there a programme of in-house competency testing in place

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- Are processes in place that assist the management to evaluate the technical skills and behaviours required to develop staff effectively in terms of promotion, skills, placement and rotation
- Does the management ensure that staff are trained in relevant procedures and policies; and any changes actioned accordingly

What processes, procedures, regulations and legislation are you aware of that inform the delivery of a highly trained team? (Challenge for the manager and staff)

EXAMPLES OF BEST PRACTICE

- Human resource policies
- Standards for Safeguarding and Protecting Children in Sport (NSPCC 2002)
- Disclosure and Barring Service (DBS)
- Legislation and working time directive (WTD)
- External quality standards
- HSE guidance
- Equality Act
- External club requirements
- Sector Skills Council

SUGGESTED GUIDANCE

- Are human resource policies in place that cover employment law, such as equal opportunities, equal access to training, child protection, recruitment and selection, grievance and discipline, maternity and paternity leave and sickness and absence management
- Does the organisation have a safeguarding policy that is understood by all staff
- Are processes in place to regularly review and update the safeguarding policy and procedures
- An agreed and implemented policy is in place that defines who is checked and how often by the DBS
- Do the staff working patterns abide by the WTD, for example the number of hours to be worked, rest periods, holidays and breaks whilst on duty
- Are external quality standards, such as Investors in People (IIP) and Quest clearly displayed and are staff aware of what these quality standards mean
- Is relevant HSE guidance, such as Managing Health and Safety in Swimming Pools HSG 179 available to staff, and referenced where appropriate in training plans and other documentation
- Have the organisation made staff aware of the 'Equality Act' through training and procedures
- Are all external club personnel and volunteers up to date with their qualifications, insurance and disclosure requirements
- Have the 'Sector Skills Council' (Skills Active) tools been adopted such as Active Analyser

What resources are allocated to ensure the staff is knowledgeable professional and friendly?

- Staff budget and training and development budget
- Staff efficiency exercise

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- Volunteer development
- Apprenticeships
- Programme planning for cost savings
- Multi skilled staff

SUGGESTED GUIDANCE

- Are there sufficient financial resources allocated for staff and all types of training within the budget
- Is efficiency planning undertaken to create fixed cost staff budgets, for example, the creation of a fixed establishment list
- Are relationships with volunteering organisations sought to generate additional resources
- Are apprenticeship schemes in place to assist in the training and developing of new staff
- Is the activity programme planned in such a way that it reduces the demands on the staff time, for example staggering changeover times in different areas could enable staff cost savings
- Are staff trained to work in a number of different areas, enhancing the service and their career opportunities

How do leaders promote innovation/creativity/enterprise and develop high morale?

EXAMPLES OF BEST PRACTICE

- Vision and role models
- Management style and culture defined
- Individual and team performance positively managed
- Goals, roles and responsibilities and personal development plans defined
- New ideas from staff encouraged
- Recognition

SUGGESTED GUIDANCE

- Are leaders good role models, provide vision and create a culture of continuous improvement and development
- Has the organisation defined its management style and culture, is there a high performance culture
- Is performance of individuals and the team positively managed, and actions taken where required
- Do staff have clear goals, defined roles and responsibilities and personal development plans in place
- Are there regular opportunities for staff to put forward new ideas, discuss ways of working and produce business cases
- Do leaders proactively recognise good work and are systems in place to acknowledge achievements and excellent work

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MEASURE

How do you measure?

EXAMPLES OF BEST PRACTICE

- Resources and efficiency measures
- Performance indicators around productivity and engagement
- Staff retention and sickness levels
- Training evaluation
- Training attendance
- Staff satisfaction surveys
- Individual staff development measured
- Achievement of staff performance reviews
- Competency tests
- External awards

SUGGESTED GUIDANCE

- Are managers aware of the overall time, money and resources allocated for learning and development and is this measured, including productivity and staff to income ratios
- Have key performance indicators (KPIs) been identified and targets set for staff development; including measurements for both the service and individual achievement in appraisals, for example, 'operational recovery rates', the ratio of staff costs against total expenditure, staff costs to turnover
- Are staff retention and sickness levels used to measure staff commitment
- Is the effectiveness of training courses measured, for example, complete training evaluation forms
- Is attendance at staff training measured
- Are the results of any staff satisfaction surveys used to measure the level of motivation/satisfaction within their role and does change result if required
- Is individual staff development and training regularly monitored and measured
- Is there a target set for the completion of staff performance reviews
- Does the management use competency tests as a tool to test and measure staff knowledge and compliance and to support staff development
- Are external award standards, such as Investors in People (IIP), Customer Excellence and Quest used to measure performance

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REVIEW

How do you review what you measure?

EXAMPLES OF BEST PRACTICE

- Business plan objective
- Budgets review
- KPIs
- Training plan updated
- Training plans changed where relevant
- Training needs analysis compare to actual training
- Staff satisfaction survey results
- Ongoing review of objectives within staff performance reviews
- Non-attendance at training
- Procedures and policies
- Staff performance management

SUGGESTED GUIDANCE

- Does the management review the staff development business plan objectives regularly and take action taken to adjust targets
- Are budgets increased or decreased as the result of measurement and review; are they compared to previous performance, with actions
- Is there a process in place to regularly review the KPIs and to link this to improvement planning
- Can the management demonstrate that KPIs are improving including productivity, attendance at training, compliance rate from competency tests and delivery of training
- Are training plans updated to demonstrate continuous improvement of the staff and the training that is available
- Are the results of training evaluations used to inform or make changes to the training plan
- Is the training needs analysis compared against the actual training delivered; to identify training gaps and address these anomalies
- Is the staff satisfaction survey used to identify any issues, with actions completed or incorporated into improvement planning
- Is there on-going review of objectives within staff performance review to ascertain progress and achievement
- Is there a process in place for dealing with staff that do not attend training
- Are processes in place to regularly review and update relevant procedure and policy systems
- Is performance management used to address the needs of the staff or recognise excellent performance as a result of customer/partner feedback

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IMPACT

Has what you have done made a difference?

EXAMPLES OF BEST PRACTICE

- Business plan objectives
- Career development
- Up-skilling staff assists in meeting needs of the local community
- Participation improvement
- Commissioning projects and funding
- Partnership work
- Effective training delivery
- Attendance at training improved
- Staff retention
- Staff surveys
- Staff training opportunities
- Changes to the programme
- Increased participation
- Less disruption to the service
- Benchmarking
- Customer feedback
- Mystery visits

SUGGESTED GUIDANCE

- Can the management demonstrate achievement of business plan objectives relating to results including customer/partner satisfaction linked directly to the skills development of staff and the wider workforce
- Are individuals benefitting from the skills development policy; including career development, achievement and competency
- Has up-skilling the workforce assisted in meeting the needs of the local community, such as delivering new and improved services, improving social inclusion and improving healthy lifestyle indicators
- Is there an evidential improvement in participation in physical activity amongst the community
- Has the organisation attracted new commissioning projects and funding
- Have new partnerships been developed with new stakeholders and strategic agencies
- Has a more effective means of delivering training been developed

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- Has staff attendance at training improved
- Has staff retention improved
- Have staff satisfaction levels improved
- Have staff training opportunities improved
- As a result of staff training has the programme been enhanced to provide greater opportunity for participation
- Is there a correlation between well trained staff and increased customer participation, for example improved exercise class/swimming lesson utilisation or take up of projects
- Is there less disruption to the service as a result of a more comprehensive and diverse training programme which involves additional staff
- Has there been an improvement in benchmarking key measurements/indicators with industry norms and other registered services/centres
- Has there been an improvement in customer feedback/satisfaction
- Are the results in mystery visit reports/feedback improving