

## The Well-Being Programme

### Well-Being and Investors in People (IiP)

The Well-Being Programme and Investors in People are linked through the four principles of commitment, planning, action and evaluation. They both aim to improve the overall performance of an organisation through focusing on its people.

IiP is a 'Standard', which schools and other organisations are free to decide how to meet. Well-Being is one process they can use to help achieve it. The Well-Being Programme complements IiP's focus on the professional management and development of staff by helping schools to develop the overall wellbeing of these staff both inside and outside the workplace. And crucially, the importance Well-Being places on every staff member's active involvement in - and ownership of - the process increases the likelihood of new-and-improved ways of working becoming embedded in school practice in the long term.

Well-Being is very much a bottom-up process of change - its audit of staff perceptions gives every individual working in a school the opportunity to contribute their views on all aspects of school life. Use of the rich data arising from this survey can help a school to evaluate its own progress towards its IiP (and other) goals; highlight particular areas it may need to work on further in order to successfully achieve IiP status; and also demonstrate that it is actively committed to improving organisational effectiveness through a focus on its staff.

As an ongoing programme of employee consultation and engagement, self-evaluation, forward planning and good practice, Well-Being provides an ideal, tailored framework through which schools can work towards achieving and maintaining Investors in People status.

**How the Well-Being Programme can be used to provide practical evidence for IiP accreditation**

#### THE INVESTORS IN PEOPLE STANDARD

Developing strategies to improve the performance of the organisation:

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

The Standard explicitly requires evidence that "top managers make sure there are constructive relationships with representative groups" and guidance notes state that systems need to be in place for consulting with staff. Members of these 'representative groups' are asked for confirmation about their relationships with management and levels of consultation within the organisation.

There are a number of statements in the Well-Being Programme's survey that seek staff perceptions on these very issues. For example:

- 1.3 There is good, open communication between managers and other staff*
- 1.5 We are all appropriately consulted in the decisions that affect us*
- 1.7 We all have a clear and shared understanding of what we are trying to achieve*
- 3.3 I feel part of the decision-making process*
- 5.4 We are asked for our comments, questions and suggestions about changes that affect us*
- 5.7 In times of change we feel a part of the process*

This part of the Standard also emphasises the development of a "clear purpose and vision" and a business plan. The Well-Being process gives all staff the opportunity to identify key strategic issues and objectives for the organisation and managers the evidence they require to demonstrate "how they involve people when developing the organisation's business plan".

## 2. *Learning and development is planned to achieve the organisation's objectives*

The Standard explicitly requires evidence that "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".

There are a number of statements in the Well-Being Programme's survey that help to identify staff groups with learning and development needs. For example:

*2.3 I have the skills and training to do my job well*

*3.8 If I take on new work, I can get the training and development I need*

Subsequent surveys can be used directly to evaluate the impact of any measures that have been put in place to address these needs.

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

The IIP Standard states that top managers should be able to "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" and that staff themselves should be able to give examples of how they have been encouraged to contribute their ideas. The additional guidelines provided for schools explain that "systems need to be in place that encourage everyone to contribute ideas on how they and colleagues could improve their performance. It is also important to recognise that, in a diverse organisation such as a school, the needs of different groups are taken into account".

The founding principle of the Well-Being Programme is that it is an all-staff survey and process - in other words, it encourages the involvement of every individual staff member and group. As a direct result of Well-Being, many schools have looked at the opportunities in place for their support staff - a group historically given less attention than teaching staff, and one whose roles and responsibilities are becoming increasingly diverse and far-reaching.

The survey's demographic categories - and therefore the demographic breakdowns shown in the data profile - are strongly founded on the principles of equal opportunities and can directly highlight if any staff group is encountering problems in particular areas, therefore enabling these to be addressed.

The survey also directly asks about the existence of discrimination within the organisation:

*4.5 I do not experience unfair discrimination*

*4.6 I am not aware that other members of staff experience unfair discrimination*

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

The Well-Being Programme's survey contains a number of statements that directly relate to leadership and management practices and relationships between managers and staff. The survey as a whole is based on the principles of good management, comprising statements on individual empowerment and control, communication between staff groups, and involvement in decision-making processes. Participation in the Well-Being Programme therefore helps a school to define good management practice and ensure that everybody is clear about precisely what it entails.

In addition, the survey data profile can separate the data of staff with line-management responsibility from that of staff without. This detailed and valuable information can enable an organisation to identify and tackle the very different development needs of both groups.

Taking action to improve the performance of the organisation:

## 5. *Managers are effective in leading, managing and developing people*

In order to achieve the Standard, staff in a school need to be able to "explain how their managers are effective in leading, managing and developing them" and "give examples of how they receive constructive feedback on their performance regularly and when appropriate". A number of the statements in the survey garner staff perceptions in these areas - and the responses can be used as evidence towards IIP accreditation. For example:

- 3.4 My performance is appropriately monitored and managed*
- 4.9 Managers support and value other staff*
- 7.7 I feel supported by the way I am supervised and line-managed*
- 7.10 I feel able to learn a lot from the feedback I am given*

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

The Standard requires that people can describe how "they contribute to the organisation and believe they make a positive difference to its performance" and how "their contribution to the organisation is recognised and valued". The Well-Being Programme's survey gives people a structured way in which to express this - and gives management some formal evidence of the collective perceptions of their staff. Relevant survey statements include:

- 1.10 We are achieving things we can be proud of*
- 7.4 I feel I am doing a good job*
- 7.5 I feel my contribution is valued*
- 7.6 If I make an extra effort, managers and colleagues show they appreciate it*
- 7.9 I am valued as an individual, not just a job holder*

In addition, the IIP guidelines for schools state that "systems need to be in place through which headteachers and principals can give recognition to what people have achieved and contributed. This can be achieved through performance review meetings or staff meetings, for example". The very fact of focusing so overtly on staff wellbeing through the Well-Being Programme will help the headteacher and senior managers to highlight the value they place on individuals' contributions within the school.

## **7. People are encouraged to take ownership and responsibility by being involved in decision-making**

The Standard requires that "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" and that "people can describe how they are encouraged to be involved in decision-making".

The Well-Being Programme is a bottom-up programme of change enablement that, in order to be successful, requires the active involvement and empowerment of all members of staff. All individual staff members are encouraged to take ownership of - and responsibility for - the Well-Being process itself as well as their own wellbeing and that of their colleagues. Participation in the Well-Being programme itself is therefore practical evidence that can be put towards this IIP indicator.

There are also a number of survey statements that can contribute towards this evidence:

- 1.5 We are all appropriately consulted in the decisions that affect us*
- 3.2 I am encouraged to voice my concerns and suggestions*
- 3.3 I feel part of the decision-making process*
- 5.4 We are asked for our comments, questions and suggestions about changes that affect us*
- 5.7 In times of change we feel a part of the process*

## **8. People learn and develop effectively**

To achieve this indicator, the Standard asks that "people can describe how their learning and development needs have been met" and "people who are new to the organisation, and those new to a role, can describe how their induction has helped them to perform effectively".

The Well-Being Programme encourages the establishment of a formal induction programme for all new staff, with wellbeing an integrated component of this induction. Staff responses to the following survey statements can also be cited as evidence towards this indicator:

- 2.3 I have the skills and training to do my job well*
- 2.6 I have the right amount of challenge and pressure to keep me interested and motivated*
- 3.7 I have the opportunity to use my skills and initiative in my work*
- 3.8 If I take on new work, I can get the training and development I need*
- 3.9 I have the opportunities I need to advance and get ahead*
- 5.5 We are given the help and training we need to cope with the effects of change*

Evaluating the impact on the performance of the organisation:

**9. *Investment in people improves the performance of the organisation***

This statement encompasses the whole basis of the Well-Being Programme. Participation in the Programme therefore clearly demonstrates management commitment to this principle.

**10. *Improvements are continually made to the way people are managed and developed***

Well-Being is all about continually reviewing, re-focusing and re-aligning objectives. Each subsequent OSRM survey provides an opportunity to revisit the objectives set after the previous survey and evaluate progress made against these. If ratings have improved in any of the above areas, this is proof of the impact of action taken regarding people management and development.

**The benefits of Well-Being following liP accreditation**

If you have already successfully gained liP accreditation, there are several important benefits that your school will gain by participating in the Well-Being Programme:

(1) Maintaining the standards for the next 3 years: Well-Being can provide the impetus required to keep up the good work on a day-to-day (and long-term) basis. The annual cycle of the Programme fits neatly with the annual self-evaluation required of schools, and participation in the Well-Being Programme can be used as evidence in a school's SEF form (*see the accompanying guidance document entitled 'Well-Being and the Self-Evaluation Form (SEF)'*)

(2) Taking it a step further: Well-Being explicitly and directly gives schools the opportunity to work on improving the personal and professional wellbeing and worklife balance of their staff. While liP currently offers a separate 'Work Life Balance Model' that organisations can choose to work towards in addition to the main liP Standard, it is our understanding that this optional module may well be integrated into the main Standard when it is next reviewed in 2008. At this time, schools and other organisations will need to show they are tackling the issues of work-related stress and worklife balance in order to gain or retain liP accreditation

(3) Delegating the responsibility: The Well-Being Programme places a lot of emphasis on individual responsibility, with staff encouraged to consider how they can help themselves and others, collectively identify priority areas and draw up plans of action. Staff are urged to drive the change process rather than always looking to senior management for 'solutions'

The Well-Being Programme's survey of staff perceptions can help you to evaluate your progress and keep up the momentum generated by involvement in liP. Moving forward, the programme will help you achieve new, broader goals within the ever-changing school environment.