**CSIT**

A toolkit to help the culture, sport, green space & tourism sectors to

***re-group, survive & re-grow the services for the community***

Document 3.10

**Self-Assessment of**

**A Focus on Meeting the Needs of the Workforce**

**Assessing & understanding your organisation or partnership’s current strengths & areas for improvement**

***“He who asks the questions cannot avoid the answers”***

A Cameroon proverb!

Version 2, July 2011



**Introduction**

The *Red* *Thread* Self-Assessment tools enable you to focus on one or more *threads* running throughout the CSIT Benchmark, which represent vital subjects for the culture, sport, green space & tourism sectors. The *threads* are based on the *Vision for Excellence* shown in Document Two and contain ‘key features’ from the CSIT[[1]](#footnote-1) Benchmark.



**What are you working towards by using this Red Thread?**

*Excellent organisations support personal learning, development, improvement & staff care for the whole workforce, including professionals & volunteers, in line with the present & future needs of the organisation and the people.*

Self-Assessment method

The organisation or partnership should establish a cross-functional Self-Assessment Team, responsible for reaching a consensus on current strengths & areas for improvement and planning improvement projects (the process of conducting Self-Assessment is, in itself, a learning & development opportunity for those involved). This should take approximately one day.

The following process is recommended (adjust this to suit your specific needs & style – it is your Self-Assessment!):

1. Take one section at a time (e.g. ‘Leadership style, beliefs & values’)
2. Individually (i.e. each Self-Assessment Team member by themselves) consider the ‘key features’ shown on the Self-Assessment Questionnaire, reading the words carefully, and decide which of the following statements best reflects the organisation or partnership’s current progress for each ‘key feature’:

***a = Not yet***

***b = We are in the early stages of developing this***

***c = We partly do this***

***d = We do all of this, most of the time***

***e = We have been doing all of this for a few years - we have assessed & refined our behaviour in this area***

Shade or tick the appropriate box

1. When everyone has completed this for the section, discuss your perceptions and reach a team consensus on ratings, strengths & areas for improvement (focus the discussions on the disparities)
2. Move on to the next section and repeat the process
3. When you have completed this, review your Self-Assessment and discuss & agree the following:

**What are the most significant areas for improvement?**

**What themes run through your Self-Assessment results (‘golden threads’ & ‘fault lines’)?**

**What are the few underlying causes of most of the areas for improvement?**

**Health Warning!**

**Remember that self-assessment is not a competition, a points-scoring exercise, a ‘blame game’ or a way to improve your image; it is merely an exercise to help you to agree priorities for improvement.**

Self-Assessment Questionnaire

NOTE: Throughout this Self-Assessment the term ‘people’ is used to describe everyone who works for the organisation, including volunteers

| Ref | Key Feature | Tick the appropriate box | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Leadership style, beliefs & values** | | | | | | |
| 1 | Leaders recognise that meeting people’s needs & expectations is a key strategic goal, not just because this leads to a better service, but also as an end in itself | a | b | c | d | e |
| 2 | Leaders understand & predict the present & future needs of all staff (including leaders) | a | b | c | d | e |
| 3 | Leaders recognise the importance of personal learning, development & improvement for all the organisation’s people and demonstrate this belief by investing resources in these activities | a | b | c | d | e |
| 4 | Leaders promote, encourage & celebrate equal opportunities & diversity throughout the organisation | a | b | c | d | e |
| 5 | Leaders develop, review & improve leadership style & behaviours in line with the *vision*, *mission* & *values* and the CSIT Criteria | a | b | c | d | e |
| 6 | Leaders develop succession plans | a | b | c | d | e |
| 7 | There is willingness to learn from mistakes without an atmosphere of fear or blame | a | b | c | d | e |
| 8 | Adequate time is made available for reflection & review relating to past performance and what causes negative trends & positive sustainable results, and this is used to plan the future | a | b | c | d | e |
| 9 | Leaders recognise & celebrate achievement in learning, personal development & improvement | a | b | c | d | e |
| 10 | People’s satisfaction with the organisation is measured & improved | a | b | c | d | e |
| Strengths | | | | | | |
| Areas for Improvement | | | | | | |
| Learning, development & improvement | | | | | | |
| 11 | The organisation establishes the capabilities (knowledge, competencies & capacity) required to achieve strategy, improve (bearing in mind the CSIT Criteria) & meet operational needs | a | b | c | d | e |
| 12 | The organisation recruits people with the required competencies & knowledge & potential to develop and creates a diverse workforce which reflects the community it serves | a | b | c | d | e |
| 13 | The organisation helps all its people to plan personal development & improvement goals & activities which enable them to develop the required competencies & knowledge and to meet their needs (including broad developmental, rather than just functional specific, goals) | a | b | c | d | e |
| 14 | The organisation provides a wide range of learning & development support (not simply formal training) and ensures that everyone has fair access to the support they need | a | b | c | d | e |
| 15 | Leaders support & encourage all staff to volunteer to the benefit of the physical, social & economic environment and their personal development | a | b | c | d | e |
| 16 | Leaders coach & support people & teams to achieve their personal development & improvement goals and to adopt a habit of continuous improvement | a | b | c | d | e |
| 17 | The organisation encourages & supports people to improve their own performance and drive their own learning & development | a | b | c | d | e |
| 18 | Leaders create opportunities for mutual peer support to help people learn, develop & improve, including peer support within partner networks | a | b | c | d | e |
| 19 | Leaders involve staff in identifying, planning & implementing organisational improvements & service development and their innovation & knowledge is captured & used | a | b | c | d | e |
| 20 | People communicate effectively, based on identified communication needs, and people are encouraged to seek information & knowledge (rather than being a passive recipient of information) | a | b | c | d | e |
| 21 | People learn from the practices & experiences of other departments & external organisations both within & outside of the sector | a | b | c | d | e |
| 22 | Managers give people regular, constructive and appropriate feedback on performance and deal effectively with under-performance at team & individual level | a | b | c | d | e |
| Strengths | | | | | | |
| Areas for Improvement | | | | | | |
| Looking after people | | | | | | |
| 23 | The organisation ensures that risks to people’s health, safety & welfare are minimised and that people are supported to overcome any challenges | a | b | c | d | e |
| 24 | The organisation encourages & supports staff to achieve a balanced, healthy lifestyle and broad personal development | a | b | c | d | e |
| 25 | Remuneration, benefits & approaches to flexible workingare established & regularly reviewed in line with people’s needs and to achieve a sustainable workforce | a | b | c | d | e |
| 26 | The organisation provides advice & support for people being made redundant (compulsory or voluntary) and retiring (including sign-posting to community volunteering opportunities) | a | b | c | d | e |
| 27 | People are supported to understand, adapt to & celebrate the ethnic & cultural differences within the workforce | a | b | c | d | e |
| 28 | People are treated in a dignified manner | a | b | c | d | e |
| Strengths | | | | | | |
| Areas for Improvement | | | | | | |
| Results | | | | | | |
| To what extent are people satisfied personal development, learning & improvement opportunities?  To what extent are people satisfied with staff care?  How effective are our learning & development activities in achieving tangible behaviour change?  How many staff are actively involved in improvement & service development teams?  What improvements in results have been achieved through personal development, learning & improvement activities? | | | | | | |
| Strengths | | | | | | |
| Areas for Improvement | | | | | | |

**What are the most significant areas for improvement (bearing in mind what is required to survive & thrive in the future?)**

**What themes run through your Self-Assessment results (‘golden threads’ & ‘fault lines’)?**

**What are the few underlying causes of most of the areas for improvement?**

1. This version of CSIT has been designed and developed in association with Steve Wood [steve-wood@talktalk.net](mailto:steve-wood@talktalk.net) [↑](#footnote-ref-1)