



INVESTORS IN PEOPLE

Taking your organisation further

An overview of the Profile framework



What is Profile?

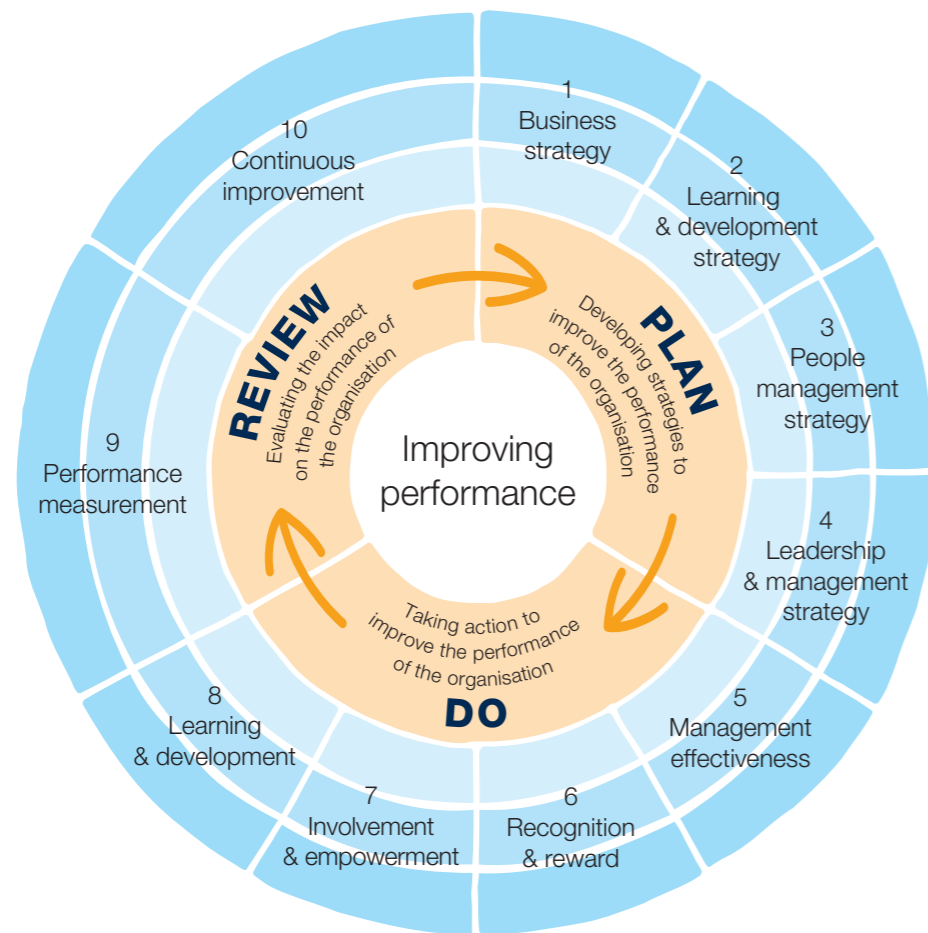
The Investors in People Profile is a framework of good practice that provides further stretch for organisations. It does this by going beyond the current scope of the Investors in People Standard into broader areas of people management and development. It is based on the same 3 principles as the Standard, Plan, Do and Review.

It allows organisations to continuously improve through taking an in depth look at their strengths and weaknesses. The Standard tells an organisation it is displaying good practice - Profile shows an organisation exactly how good they are and where they can focus for further improvements and productivity gains.

As with the Standard the principles are underpinned by 10 indicators of good practice, each with a central theme as indicated below. Each indicator is evidenced by a number of evidence requirements at each level of Profile. The scope and content of Profile level 1 is exactly the same as the Standard whereas the scope of Profile levels 2-4 provide greater depth and breadth based on the indicator theme. For each indicator, a level of good practice has been identified as follows:

- Level 1 represents an organisation meeting the Standard and demonstrating good practice
- Level 2 represents an organisation exceeding the requirements of the Standard. This is shown by their achievement of at least 50% of the level 2 and 3 statements
- Level 3 represents an organisation significantly exceeding the requirements of the Standard. This is shown by their achievement of all of the level 2 and 3 statements
- Level 4 represents an organisation demonstrating excellent practice. This is shown by their achievement of all of the level 4 requirements.

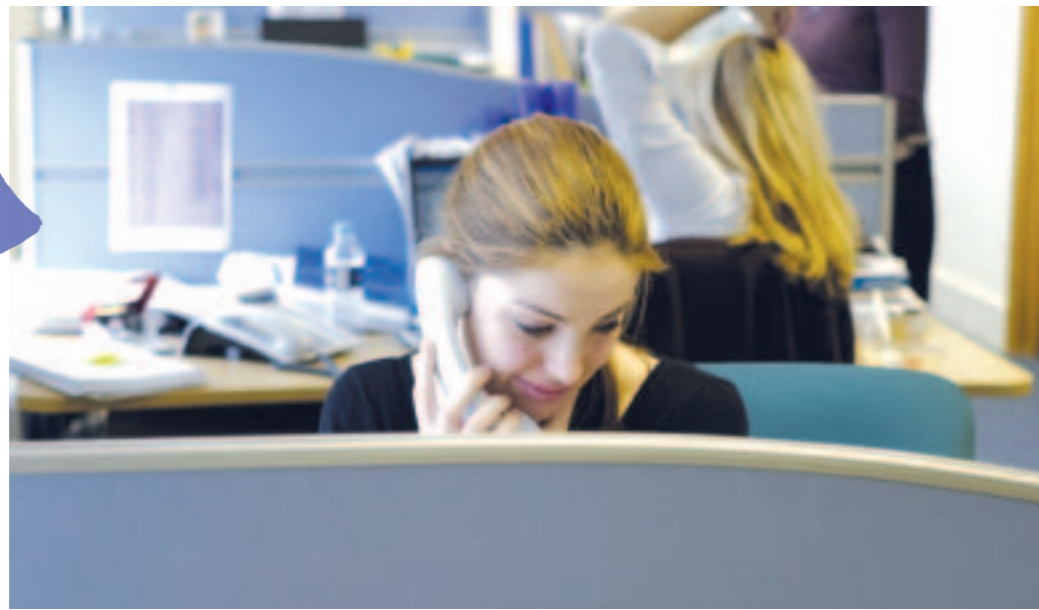
During a Profile assessment the Assessor will assign the organisation one of the four levels for each indicator. This will be supplemented by an in depth report allowing the organisation to see areas for improvement and further development.



- The Standard and Profile level 1
- Profile levels 2 and 3
- Profile level 4

The Investors in People Profile framework

Indicator	A strategy for improving the performance of the organisation is clearly defined and understood.			
	Evidence Requirements			
1	Top managers	Managers (includes top managers)	People (includes top managers and managers)	
Principle: Developing strategies to improve the performance of the organisation	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.



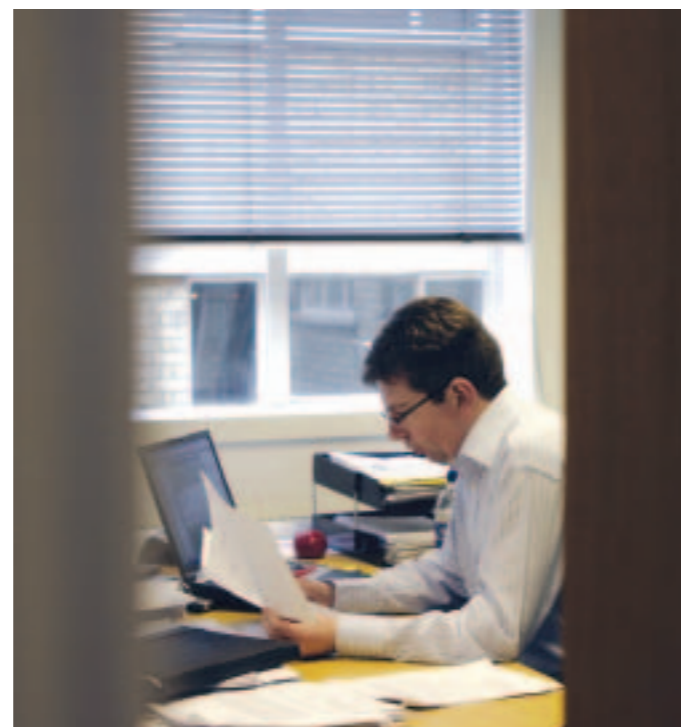
Indicator 2		Learning and development is planned to achieve the organisation's objectives.		
		Evidence Requirements		
		Top managers	Managers (includes top managers)	People (includes top managers and managers)
Principle: Developing strategies to improve the performance of the organisation	LEVEL 1	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 2 Managers can describe how they act as a role model for continuous learning. 	<ol style="list-style-type: none"> 3 People believe that continuous learning is at the heart of the culture of the organisation.

Indicator 3		Strategies for managing people are designed to promote equality of opportunity in the development of the organisation's people.		
		Evidence Requirements		
		Top managers	Managers (includes top managers)	People (includes top managers and managers)
Principle: Developing strategies to improve the performance of the organisation	LEVEL 1	<ol style="list-style-type: none"> 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. 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. 	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 5 People can give examples of how they have been encouraged to contribute ideas to improve their own and other people's performance.
	LEVELS 2 and 3	<ol style="list-style-type: none"> 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. 2 Top managers can describe strategies they have in place to promote equality and manage diversity in the workplace. 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. 4 Top managers can describe how they have created an environment where giving and receiving constructive feedback is valued. 5 Top managers can describe how the organisation's structure is designed to achieve its strategy and make the most of people's talents. 	<ol style="list-style-type: none"> 6 Managers can describe how they make sure recruitment and selection is fair, efficient and effective. 7 Managers can describe how they value people's differences and how they are effective in promoting equality and managing diversity in the workplace. 8 Managers can describe how they make sure work-life balance solutions are effectively put into practice. 9 Managers can describe how they encourage people to give and receive constructive feedback. 10 Managers can describe how they make sure people are given the opportunity to make the most of their talents within the organisation. 	<ol style="list-style-type: none"> 11 People believe recruitment and selection is fair. 12 People believe managers value people's differences and can give examples of how they promote equality and manage diversity in the workplace. 13 People can describe how they are supported in balancing their work and personal lives. 14 People can describe how they give and receive constructive feedback to improve performance. 15 People believe they are given the opportunity to make the most of their talents within the organisation.
	LEVEL 4	<ol style="list-style-type: none"> 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. 2 Top managers can describe how the organisation's equality and diversity strategies are linked to its business strategy and applied throughout the organisation. 3 Top managers can describe how the organisation's work-life balance strategies are linked to its business strategy and applied throughout the organisation. 	<ol style="list-style-type: none"> 4 Managers can describe how they play an important role in recruiting and selecting people with values that match the organisation's values. 5 Managers can describe how they value diversity and create an environment where people can use their unique talents and achieve their potential. 6 Managers can describe how they value the work-life balance strategies and apply them creatively to benefit individuals, teams and the organisation. 	<ol style="list-style-type: none"> 7 People can describe how their views are taken into account when recruiting and selecting team members. 8 People believe everyone in the organisation values diversity. 9 People believe work-life balance is valued and part of the culture of the organisation.

Plain English Campaign's Crystal Mark does not apply to Indicator 3, Level1.

Indicator 4	The capabilities managers need to lead, manage and develop people effectively are clearly defined and understood.			
	Evidence Requirements			
	Top managers	Managers (includes top managers)	People (includes top managers and managers)	
Principle: Developing strategies to improve the performance of the organisation	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.

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





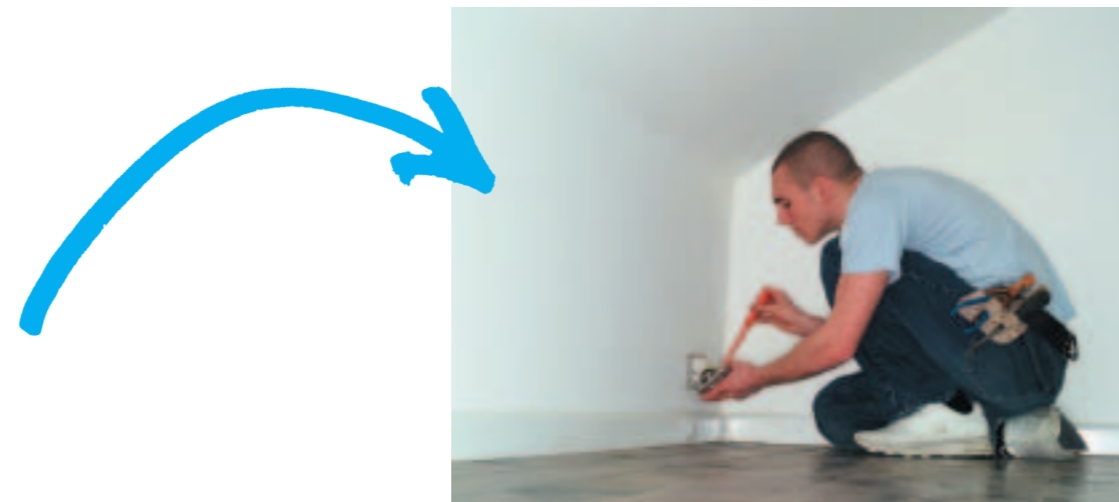
Indicator 6		People's contribution to the organisation is recognised and valued.		
		Evidence Requirements		
		Top managers	Managers (includes top managers)	People (includes top managers and managers)
Principle: Taking action to improve the performance of the organisation	LEVEL 1		<ol style="list-style-type: none"> Managers can give examples of how they recognise and value people's individual contribution to the organisation. 	<ol style="list-style-type: none"> People can describe how they contribute to the organisation and believe they make a positive difference to its performance. People can describe how their contribution to the organisation is recognised and valued.
	LEVELS 2 and 3	<ol style="list-style-type: none"> 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. Top managers can describe how they involve representative groups (where they exist) in developing the organisation's reward and recognition strategy. 	<ol style="list-style-type: none"> Managers can describe how they are involved in developing the organisation's reward and recognition strategy. Managers can describe how they apply the organisation's reward and recognition strategy fairly. Managers understand what motivates their people and take account of this when recognising and rewarding them. Managers can describe how they reward and celebrate individual and team successes and achievements. 	<ol style="list-style-type: none"> People who are members of representative groups can confirm that the groups are involved in developing the organisation's reward and recognition strategy. People can describe the organisation's reward and recognition strategy and what they need to do to be valued, recognised and rewarded. People believe the organisation's reward and recognition strategy is fair and can give examples of how they are motivated by it. People can describe how individual and team successes and achievements are rewarded and celebrated.
	LEVEL 4	<ol style="list-style-type: none"> Top managers can describe how the organisation's reward and recognition strategy is linked to its business strategy and externally benchmarked. Top managers make sure the organisation has a forward-thinking benefits strategy with policies that go beyond legal requirements. 	<ol style="list-style-type: none"> Managers can describe how they involve people in developing the organisation's reward and recognition strategy. Managers can describe how they encourage people to recognise the contribution their colleagues make to the organisation. 	<ol style="list-style-type: none"> People can describe how they are involved in developing the organisation's reward and recognition strategy. People can describe how they recognise the contribution their colleagues make to the organisation.

Indicator 7		People are encouraged to take ownership and responsibility by being involved in decision-making.		
		Evidence Requirements		
		Top managers	Managers (includes top managers)	People (includes top managers and managers)
Principle: Taking action to improve the performance of the organisation	LEVEL 1		<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 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.
	LEVELS 2 and 3	<ol style="list-style-type: none"> 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. Top managers make sure the organisation has effective internal communication systems to encourage knowledge and information to be shared throughout the organisation. 	<ol style="list-style-type: none"> 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. Managers can describe how they encourage knowledge and information to be shared throughout the organisation. 	<ol style="list-style-type: none"> 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. People believe that the consultation arrangements are effective and allow them to take part in decision-making. People can confirm that they have access to the knowledge and information and receive the support they need to make decisions and improve performance. People believe their managers trust them to make decisions that improve performance. People can confirm that they are committed to the success of the organisation.
	LEVEL 4	<ol style="list-style-type: none"> Top managers can describe how Consultation and involvement is part of the organisations culture. Top managers can describe how they involve people in designing consultation arrangements. Top managers can describe how they have created a culture where people aim for continuous improvement. 	<ol style="list-style-type: none"> 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 to improve performance. 	<ol style="list-style-type: none"> People can confirm that they are involved in designing consultation arrangements. People believe they can challenge the way the organisation works to improve performance and can give examples of how they or others have done so. People can describe what gives them sense of ownership and pride in working for the organisation.

Indicator 8		People learn and develop effectively.		
		Evidence Requirements		
		Top managers	Managers (includes top managers)	People (includes top managers and managers)
Principle: Taking action to improve the performance of the organisation	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.



Indicator 9		Investment in people improves the performance of the organisation.		
		Evidence Requirements		
		Top managers	Managers (includes top managers)	People (includes top managers and managers)
Principle: Evaluating the impact on the performance of the organisation	LEVEL 1	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.	4 Managers can give examples of how learning and development has improved the performance of their team and the organisation.	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	1 Top managers can describe how the organisation measures and evaluates how its strategies for managing people contribute to the organisation's performance. 2 Top managers can describe the impact of their investment in people on the achieving key performance indicators.	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.	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	1 Top managers make sure the organisation has a flexible and effective 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.		3 People can describe how the organisation's investment in people has improved its performance.



Glossary

Words can mean different things to different people. This glossary explains what certain words mean as they appear in the Investors in People Profile.

Indicator 10	Improvements are continually made to the way people are managed and developed.		
	Evidence Requirements		
	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	1 Top managers can describe how the organisation has used self-review techniques to improve its strategies for managing and developing people. 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. 3 Top managers make sure effective feedback methods are used to understand people's needs and expectations and to highlight improvements needed to the way they are managed and developed. 4 Top managers can describe the range of measures used to monitor and understand people's view of how they are managed and developed.	5 Managers can describe how they review and evaluate people management and development and use this learning to shape future activity. 6 Managers can describe how they involve people in identifying improvements to the way they are managed and developed.	7 People can give examples of how they are involved in identifying improvements to the way they are managed and developed. 8 People believe that managers are genuinely committed to improving the way they manage and develop them.
LEVEL 4	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. 2 Top managers can demonstrate an improvement in people's view of how they are managed and developed.		3 People can describe improvements that have been made, as a result of their feedback, to the way the organisation manages and develops people. 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.

Principle: Evaluating the impact on the performance of the organisation

Benchmarking

This means comparing the organisation's strategies and practices with those of its competitors or similar organisations.

Business plan

This is a plan that sets out the organisation's objectives. It may also be known as an organisational plan, corporate plan, strategic plan, development plan or improvement plan.

Capabilities

These are the knowledge, skills and behaviours the organisation's leaders and managers need.

Career

This means the different employment-related positions, roles, activities and experiences people have in their working life. Career development does not necessarily involve promotion or progression.

Coaching

Coaching is a process that aims to improve the performance, learning and development of an individual through effective questioning and feedback. Ultimately, it is about helping people to think through issues for themselves rather than telling or instructing someone. This process can be formal or informal.

Constructive feedback

This is information provided to an individual that allows them to understand their particular strengths and their areas for improvement in relation to their performance.

Constructive relationships

This refers to positive working relationships between managers and representative groups.

Consult

This means managers and representative groups regularly examining issues of mutual concern together so that they can take account of the views of employees when making decisions that are likely to affect their interests. Consultation should allow ideas to be shared in an environment of mutual trust and understanding.

Consultation

This means the process of managers and representative groups jointly examining issues of mutual concern on a regular basis so that they can take account of the views of employees when making decisions which are likely to affect their interests. The process should allow ideas to be shared in an atmosphere of mutual trust and understanding.

Continually

This means happening often but with breaks in between each event.

Contribution

This is the ideas, time and effort that people give to an organisation to help it achieve its objectives.

Culture

The behaviours, beliefs and values that influence the way people work.



Diverse workforce

This means a workforce made up of people from different cultural backgrounds, with different personal characteristics related to race, sex, disability, sexuality, religion, belief, age and marital status.

Diversity

This means valuing, recognising and taking account of people's differences. For example, these could be related to their cultural background, sexuality, sex or other factors. In addition, this is about valuing different skills and life experiences.

Equality

This means recognising that while people are different and need to be treated as individuals, everyone is the same in terms of having equal value, equal rights as human beings and a need to be treated with dignity and respect. In terms of the opportunity to learn and develop, equality means preventing and removing discrimination because of someone's race, sex, disability, sexuality, religion or belief, age, marital status or other personal characteristics. It makes sure that all groups have appropriate and fair access to learning and development opportunities.

Evaluation

This means reviewing the results of learning and development activities and identifying whether they have achieved their intended objectives and how this has had an impact on performance.

Impact

This means the results achieved and the effect this has had on performance.

Innovative

New or improved methods or ideas introduced into the organisation.

Inspirational leadership

Inspirational leadership can increase people's motivation and commitment to the organisation. Inspiring leaders aim to create an environment of mutual trust in which people can be creative and motivated to do their best. They tend to:

- have a sense of purpose
- inspire others to achieve their potential
- be honest and trustworthy
- have passion
- encourage others to share their vision and follow their lead willingly.

Key performance indicators

These are measures an organisation uses to monitor, understand, predict and improve its performance. Depending on the organisation's purpose and objectives, these may include indicators relating to finance, people, customers and quality.

Learning and development

This is any activity that develops skills, knowledge or attitude. Activities may range from formal training courses run internally or externally to informal on-the-job training or coaching.

Learning styles

This refers to the way people prefer to learn.

Manager

This is anyone who is responsible for managing or developing people. This includes top managers.

Mentoring

This means advice and guidance being offered by a more experienced person to develop an individual's potential. Mentoring tends to focus on long-term career goals rather than immediate performance issues and is carried out by people who may be within or outside the organisation, but not usually by the individual's line manager.

Objectives

These are the results the organisation aims for to achieve its vision. To know if the objectives have been achieved, they need to be specific, measurable and time-bound. Specific means identifying exactly what needs to be achieved. Measurable means knowing how much has been achieved (for example, 5% up, £100 more or five people more). Time-bound means setting a deadline for achieving the objectives (for example, by the end of this three-month period or within one year).

Organisation

This is the body that is working with the Investors in People Standard. It can be profit-making or non-profit-making, a charity, a subsidiary or a business unit.



Ownership

This means people playing a greater role in the success of the organisation, and being willing to own a decision and be accountable for its outcome.

People

This is anyone who helps the organisation to achieve its objectives - whatever role they play. It includes part-time workers, voluntary workers, people on renewable short-term contracts, and regular, casual employees. Where an indicator refers to 'people', it means everyone in the organisation (including managers and top managers). The only exception to this is where the Assessor decides, based on evidence collected, that they will accept nearly everyone.

People who are members of representative groups

This refers to people who act as official representatives, rather than ordinary members.

Personal development

This is any activity that develops an individual's skills, knowledge or attitude which may or may not be related to the work they carry out in the organisation.

Purpose

This describes why an organisation exists and what its business is. This could be expressed through a mission statement.

Quantify

This means explaining, in measurable terms, the results achieved through learning and development activities.

Recruitment and selection

This relates to recruiting and selecting people from inside and outside your organisation.

Regularly

This means at least once a year, but it could be more often. It is up to the organisation to define what is appropriate.

Representative groups

These are groups like trade unions, other workplace representatives, staff associations, works councils and partnership councils.

Reward and recognition strategy

Reward relates to the formal compensation and benefit arrangements (financial and non-financial) the organisation has in place. Recognition relates to how people are acknowledged and appreciated.

Role model

This means to act in a way that sets a positive example for others.

Self-review

This is an evaluation of an organisation's strategy or practice by using formal or structured methods.

Social responsibility

This means an organisation's duty to act as a responsible employer and member of the community. This may include developing people through local community projects.

Stakeholders

These are the people who have an interest in the organisation, its activities and its achievements. They may include customers, partners, employees, shareholders, owners, the Government and regulators.

Strategy

This is the way an organisation aims to achieve its vision.

Team

This is a small or large group of people who come together to work towards a shared goal - for example, a project team, a branch or department. In small organisations, a team may be the whole organisation. As a result, where an evidence requirement refers to team, this will mean the whole organisation if there are no smaller teams.

Top managers

These are the most senior people in the organisation who are likely to be responsible for developing strategies and approving major investments. This could be the owners, the board of directors, partners or senior managers.

Values

These are the principles that an organisation has for how it and its people work.

Vision

This describes where an organisation wants to be in the future and what it wants its people and its customers to say about it.

Work-life balance strategy

This is a strategy to make sure people are able to balance the demands of working at an organisation with the demands of a personal life, while having success and satisfaction with both.

Investors in People Profile

Profile is a framework of good practice that builds on the breadth and depth of the Investors in People Standard. It was originally developed in response to customer feedback, to offer greater stretch to organisations once they are recognised as meeting the Investors in People Standard.

The full Profile publication includes additional information including details of what the evidence requirements mean in practice together with the most frequently asked questions.

The Investors in People Profile

ISBN 0 11 706169 7

More information?

The answers to frequently asked questions are available on our website www.investorsinpeople.co.uk

What next?

Publications and products to help you work with the Investors in People Standard and Profile can be ordered from our order line on **0870 850 4477** or email iipuk@tso.co.uk

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INVESTORS IN
PEOPLE UK

Published by



www.tso.co.uk

The Investors in People Profile
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