

# CONTINUOUSLY IMPROVING YOUR RETURN ON INVESTMENT IN PEOPLE CHECKLIST

*Use this checklist to assess your current state in the five key areas of people development and identify opportunities for improvement.*

| <b>Position descriptions</b>  | <b>Rarely/Never</b> | <b>Occasionally</b> | <b>Mostly</b> | <b>Always</b> |
|---|---------------------|---------------------|---------------|---------------|
| 1. Every team member, regardless of role, has an up-to-date, accurate position description  | 1                   | 2                   | 3             | 4             |
| 2. Position descriptions contain some or all of the following: <ul style="list-style-type: none"> <li>• the expectations of the role</li> <li>• key responsibilities and tasks</li> <li>• a clear outline of the High Payoff Activities (HPAs)</li> <li>• Key Result Areas (KRAs)</li> <li>• Key Performance Indicators (KPIs)</li> </ul> | 1                   | 2                   | 3             | 4             |
| 3. Each team member has absolute transparency about what is required and expected of them   | 1                   | 2                   | 3             | 4             |
| 4. Position Descriptions are reviewed at least annually and updated as needed to reflect the changing working environment and ways of working   | 1                   | 2                   | 3             | 4             |
| <b>Skills audits/matrices</b>   | <b>Rarely/Never</b> | <b>Occasionally</b> | <b>Mostly</b> | <b>Always</b> |
| 1. Skills/competencies required for each role are clearly identified  | 1                   | 2                   | 3             | 4             |
| 2. Each team member's skills are audited at least annually to identify the extent to which they have the skills at the required level for their role  | 1                   | 2                   | 3             | 4             |
| 3. Skills audits provide visibility on the range of skills and level of competency in the team overall  | 1                   | 2                   | 3             | 4             |
| 4. Skill strengths and gaps are identified to enable strategic training and development planning  | 1                   | 2                   | 3             | 4             |
| 5. Psychometric testing is used to identify individual strengths, weaknesses and work style preferences for development initiatives.  | 1                   | 2                   | 3             | 4             |
| <b>Training and development planning</b>  | <b>Rarely/Never</b> | <b>Occasionally</b> | <b>Mostly</b> | <b>Always</b> |
| 1. Skills audits feed directly into training and development planning   | 1                   | 2                   | 3             | 4             |
| 2. Training and development initiatives are effective in resolving and/or closing identified gaps   | 1                   | 2                   | 3             | 4             |
| 3. Training and development initiatives equip the team to undertake their work and achieve the desired outcomes/results productively and sustainably  | 1                   | 2                   | 3             | 4             |
| 4. Each team member has an individualised training and development plan   | 1                   | 2                   | 3             | 4             |

| <b>Picking the right training and development experience</b>   | <b>Rarely/Never</b> | <b>Occasionally</b> | <b>Mostly</b> | <b>Always</b> |
|--|---------------------|---------------------|---------------|---------------|
| 1. Training and development experiences are tailored to the needs of each individual   | 1                   | 2                   | 3             | 4             |
| 2. Individual team members are consulted and options discussed to suit their needs   | 1                   | 2                   | 3             | 4             |
| 3. The individual approach to training and development maximises the benefits to the individual and the organisation                                   | 1                   | 2                   | 3             | 4             |
| <b>Creating the right environment for development</b>  | <b>Rarely/Never</b> | <b>Occasionally</b> | <b>Mostly</b> | <b>Always</b> |
| 1. Everyone understands the importance of organisational, departmental and team learning and development   | 1                   | 2                   | 3             | 4             |
| 2. Appropriate support is provided for effective learning at both organisation/team level and individually   | 1                   | 2                   | 3             | 4             |
| 3. The aspirations and needs of all team members are taken into account to develop a Team Learning Commitment  | 1                   | 2                   | 3             | 4             |
| 4. The Team Learning Commitment ensures “buy-in” to the learning vision and ensures that the investment pays off in meaningful ways at all levels      | 1                   | 2                   | 3             | 4             |
| <b>Creating a continuous improvement culture</b>   | <b>Rarely/Never</b> | <b>Occasionally</b> | <b>Mostly</b> | <b>Always</b> |
| 1. Periodic monitoring and review and adjustment of position descriptions, skill sets, training and development plans and initiatives takes place.     | 1                   | 2                   | 3             | 4             |
| 2. A culture that thrives on continuous improvement exists and enables people investments to keep delivering demonstrable results and desired returns. | 1                   | 2                   | 3             | 4             |
| 3. Continuous improvement occurs in the form of feedback logs, regular informal check-ins and formal performance and development reviews.              | 1                   | 2                   | 3             | 4             |
| 4. Careful consideration and individualised attention to people development initiatives ensures the maximum return on investment                       | 1                   | 2                   | 3             | 4             |

Identify the Top 3 areas/aspects you feel need improvement and the action(s) you can take to improve each:

| <b>Area/aspect</b> | <b>Action(s) to improve</b> |
|--------------------|-----------------------------|
| 1.                 |                             |
| 2.                 |                             |
| 3.                 |                             |